DOCUMENT RESUME

ED 160 853 08 CE 018 152

AUTHOR Granum, Richard; And Others
TITLE Relating with Significant Others. [Leader's Handbook].
INSTITUTION Georgia State Dept. of Education, Atlanta.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE May 76
GRANT V0244-VZ
NOTE 203p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339 ; Not available in hard copy due to reproducibility problems;
AVAILABLE FROM Vocational Education Materials Center, Room 124, Pain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($3.31) related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Career Awareness; Career Development; Career Education; Career Planning; *Classroom Communication; Classroom Techniques; Educational Objectives; Faculty Development; *Family Relationship; Guidance Programs; *Inservice Teacher Education; Instructional Materials; *Interpersonal Competence; *Interpersonal Relationship; Leaders Guides; Learning Activities; Occupational Guidance; Parent Child Relationship; Parent Participation; Peer Relationship; Program Development; Program Planning; Role Models; Secondary Education; Skills; Student Behavior; Student Teacher Relationship; Teacher Workshops
IDENTIFIERS *Georgia Comprehensive Career Guidance Project

ABSTRACT

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The nineteen activities presented in this manual on relating with significant others encourage maximum participant involvement and small group experiences. These activities cover the following subject areas: dimensions of positive interpersonal relationships; development of significant relationships in the school; and the development of significant relationships in the home. (The basic principles in this training manual are based on individual or Adlerian Psychology.) (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 154, CE 018 157, CE 018 158, CE 018 161, and CE 018 163.) (BM)

ED 160 853

RELATING WITH SIGNIFICANT OTHERS

by

Richard Granum
University of Georgia

Earl J. Moore
University of Missouri-Columbia

Duane L. Hartley
University of Georgia

Department of Counseling and Human Development Services
College of Education
University of Georgia

May, 1976

CE 018 152

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Anne Mougton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

GEORGIA CAREER GUIDANCE PROJECT

Director:	John C. Dagley
State Coordinator/Project Supervisor:	J. Paul Vail
Associate Director:	Duane L. Hartley
Consultant:	Earl J. Moore
Research Assistant:	Sharon B. Mack

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare under Grant # V0244-VZ. The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

© 1976 Georgia Department of Education

ACKNOWLEDGEMENTS

We want to acknowledge the special contributions of several persons to this training manual. As with other materials developed by this project this is a product of many people. The creative input of Phil Moyer and his consultative assistance with package content and style represent major contributions. Also, the extensive and excellent editing and reorganizing efforts of Abbie Beiman are greatly appreciated. The work of final organization and preparation including final editing was accomplished by Sharon Mack, and she is due our special thanks for her efforts. We are indebted to Kathy Smart for her typing assistance; to Charlotte Ingram for fine illustrations and artwork; and especially to Jackie Butera for the typing of initial drafts and the final copy.

TABLE OF CONTENTS

I. Introduction ---------- 1

II. Dimensions of Positive Interpersonal Relationships ---------- 2 - 61

A. Equality ---------- 3

B. Cooperation: An Alternative to Competition ---------- 26

C. Responsibility: Accepting and Sharing It ---------- 36

III. Developing Significant Relationships in the School ---------- 63 - 87

A. Understanding Behavior ---------- 64

B. Methods for Improving Problem Relationships ---------- 77

IV. Developing Significant Relationships in the Home ---------- 89 - 141

A. Parent-Child Relationships ---------- 90

B. Natural and Logical Consequences ----------106

C. Parent Consultation ----------114

D. Parent Study Groups and Family Meetings ----------122

V. Suggested Resources ----------138

VI. Bibliography ----------139

TABLE OF ACTIVITIES

Activity Number		Approximate Time Allocations
1	Mutual Respect Incident	30 minutes
2	Classroom Equality	20 minutes
3	The Courage to be Imperfect	45 minutes
4	Merits of Competition	30 minutes
5	Broken Squares - Non-Verbal Problem Solving	45 minutes
6	Helping Parents Share Responsibilities	30 minutes
7	Helping Educators Share Responsibilities	30 minutes
8	Classifying Class Meetings	10 minutes
9	Class Meeting Plan	60 minutes
10	Goal Recognition	40 minutes
11	Mistaken Goals	45 minutes
12	Developing More Appropriate Behavior	30 minutes
13	Goal Recognition - Parents	45 minutes
14	Persuading Parents	60 minutes
15	Natural and Logical Consequences	45 minutes
16	Parent Consultation Demonstration	60 minutes
17	Parent-Study Group Feasibility	30 minutes
18	Family Meeting Feasibility	30 minutes
19	Adage Cards	45 minutes

Preface

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The manual is similar in format to other materials in the series. The materials are designed for use with small groups of counselors, teachers and career development specialists who are interested in improving their career guidance competencies. Each unit of training materials is based upon a particular aspect of a comprehensive career guidance system. Through this systematic approach the need for specific staff development program materials and activities can be determined and documented.

Related materials produced by the Georgia Career Guidance Project include audio cassette recordings, transparencies, a sound/slide series, a needs assessment instrument, charts, and various other support materials.

STAFF DEVELOPMENT WORKSHOP MATERIALS

CAREER GUIDANCE TEAMS

GRADES 7-12

The goals of any one area can best be understood in the context of the complete list of goals identified in the comprehensive needs assessment study. The focus of this training manual is on the development of staff competencies in the area of Relating With Significant Others (note enclosed box).

INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS	RELATING WITH SIGNIFICANT OTHERS	SELF VALIDATION
	Trust and Intimacy	Family Relationships	Confidence
	Expressive and Assertive Skills	Peer Relationships	Independence
	Affiliation and Acceptance	Teacher/Adults Relationships	Identity
WORK AND LIFE SKILLS	DAILY LIVING	EMPLOYABILITY	WORK AND LEISURE ENVIRONMENTS
	Consumer Skills	Employment Preparation Skills	Work Expectations and Responsibilities
	Civic and Community Responsibilities	Job-Seeking Skills	Recreation and Leisure Interests
	Home and Family Responsibilities	Occupational/ Educational Knowledge	Work World Structures
LIFE CAREER PLANNING	PLANNING SKILLS	EDUCATIONAL ENVIRONMENT	SELF UNDERSTANDING
	Decision-Making Skills	Study/Learning Skills	Self Appraisal Skills
	Values Clarification and Development	Participation/ Involvement Skills	Abilities and Competency Development
	Goal Setting Responsibilities	Basic Academic Skills	Personal Development Responsibility

STAFF DEVELOPMENT PACKAGE

This training manual on "Relating to Significant Others" was developed for use as support material for a staff which identified this process-outcome area as a priority need. The manual and accompanying materials were written to assist local career guidance teams in their efforts to improve the quality and quantity of their programs. A basic assumption underlying the development of these materials is that all of us benefit from periodic renewal.

The content of this manual is presented in both didactic and experiential modes to encourage maximum involvement of participants. Small group experiences are a part of the special attention given to the development of competencies for a team approach to implementation of career guidance programs.

PURPOSE OF THIS GUIDANCE PACKAGE

The goal of this package is to provide career guidance team members with competencies for helping students improve relationships with significant others, particularly parents, teachers and peers. In order to achieve this goal career guidance team members will need: (a) to become aware of their own attitudes, to acquire relevant knowledge, and to develop skills that will enable their educational system to implement curriculum based career guidance programs; (b) to provide for individual student development; (c) to be responsive to on-call needs of staff, parents and students; and (d) to promote institutional change that fosters interpersonal relationships.

This package can be used in a variety of ways. The most effective format would probably be a week-long summer workshop. It could also be divided into a series of one-day sessions, but should not be used with less than half-day time blocks.

Workshop leaders should familiarize themselves with principles of Individual or Adlerian Psychology before teaching this module. Basic familiarity may be acquired by reading from the suggested references, particularly Children the Challenge, Maintaining Sanity in the Classroom or Psychology in the Classroom, all by Rudolph Dreikurs.

GUIDANCE PACKAGE GOALS: RELATING WITH SIGNIFICANT OTHERS

To develop an attitude that will foster equality among parents, educators, and students.

To develop attitudes and skills that will allow parents, educators, and students to share the responsibility of facilitating and remediating interpersonal relationships.

To develop an understanding of how assumptions related to goal-directed behavior may be used to explain the purposes of behavior.

To develop skills in correcting misbehaviors and promoting social interest.

To develop an understanding of critical factors that affect parent-child relationships.

To develop skills in translating principles of effective parenting through various means, e.g., parent consultation and parent study groups.

Introduction

We live in a world that has meaning for us as individuals primarily in terms of our relationship with significant others. For the very young child, parents are the primary significant others. Teachers become a significant other as the child enters school, and as the child matures or develops social awareness, peers of the same or opposite sex become significant. While home and school acknowledge the importance of interpersonal relations with significant others (IPRSO), the acquisition of skills needed for such relations has remained a part of the implicit curriculum. Teachers and guidance workers seldom specify what they mean by IPRSO and fewer still use planned activities to foster student development in this area. Yet when questioned, students indicate that IPRSO is an area of specific concern and one in which they would like assistance from the school. The importance of IPRSO in the work setting is well documented, for the "inability to get along with others" is a frequent comment on the personnel record of dismissed employees. Data from the mental health scene and the family setting indicate the fundamental nature of IPRSO in social concerns. This instructional package will provide career guidance team members with knowledge and skills to implement activities that will aid in making IPRSO a part of the explicit curriculum. Because of this, comprehensive guidance processes are included to help improve relationships in the family, school and peer groups.

The following content section may be used as a handout before the workshop, as a mini introductory lecture, or as a combination of both. Handouts that are not part of exercises or activities may or may not be used as mini-lectures, reading matter, or resource material for participants' future use. The use of such handouts is left to the discretion of the leader and needs of the group.

II. DIMENSIONS OF POSITIVE INTERPERSONAL RELATIONSHIPS

LIVING AS AN EQUAL

Mutual respect is essential

Mutual respect is the basic condition essential to the improvement of interpersonal relations, and requires a belief in the equality of participants in the relationship. Fights among neighbors, wars among nations, divorce and other damaged relationships grow out of inequality in interpersonal relations. Inequalities occur when individuals place themselves in a position of physical, financial, intellectual or moral superiority over other persons. Teachers, counselors, and school administrators often place themselves in positions of judgement over students because they interpret the public charge to educate as meaning that the educator is responsible for the child and, therefore, superior. In a democratic society positions of superiority-inferiority such as master and servant need to be replaced by a valuing of the unique contribution of each party in the relationship.

Education for superiority

However, we are usually not educated to behave and think as an equal. We have not been taught by our parents, our schools and other members of society how to live as an equal. Furthermore, we are not currently teaching our children and other people's children how to live as equals. Every individual at some time or other experiences feelings of inferiority; and each of us often responds to these feelings by striving to overcompensate. The fear of being inferior goads us to establish superiority over others. We feel that the way to gain respect from others is to demonstrate our uniqueness, our power, and our strength. And, we think that we will not gain

respect or be appreciated unless we can represent something noteworthy, so we do not expose our weaknesses, fearing others will think less of us. When we feel that we are less than what we should be, we become guarded or aloof to insure that others will not gain this knowledge. We strive to be number one, to be perfect and successful. We accumulate blue ribbons and often force ourselves to specialize. We join elite clubs or identify with power groups. Thus, superiority allows us to achieve "equality."

Perceived inferiority

Inferiority-Superiority Perception

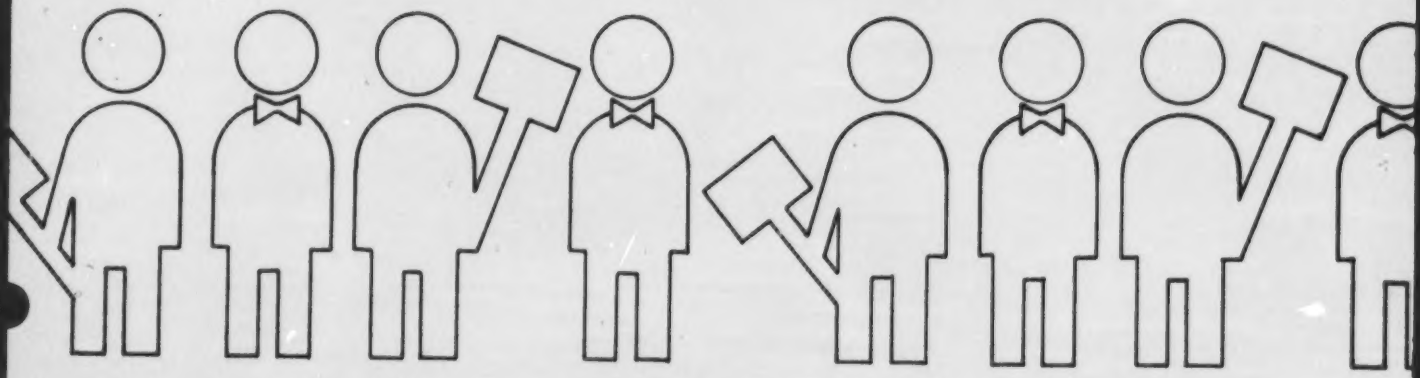
Society Power Struggles

Many broad social issues facing our society today can be interpreted in terms of the equality dilemma (Dreikurs, 1971). To achieve equality, those who feel inferior or put down form groups to get their fair share, including respect, from the establishment. Individuals organize in order to acquire power. In moving through organization to a power position, they are able to achieve "equality" with those who were formerly in a superior position. Four major conflicts in our society illustrate this struggle:

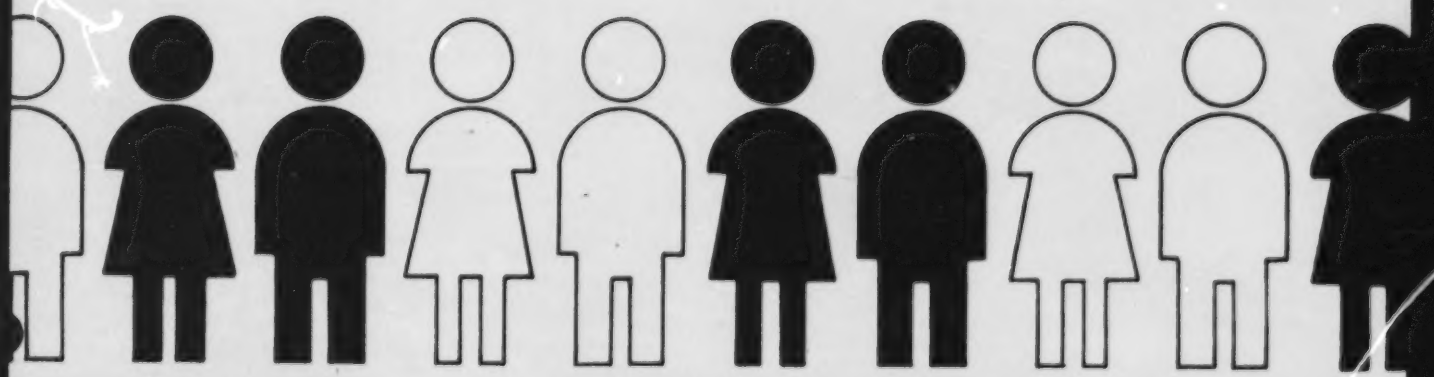
1. Labor vs. Management

   Paternalistic management, which once built company houses and gave Christmas bonuses to those employees in a lesser and dependent position, is now fighting to maintain control over its

own destiny. Unions, which formerly were valued by many, are now depicted as tyrants who close factories and cause an inflationary economy. Labor's use of strikes and other techniques of power achieved respect but also forced management to react by defending itself. Each year the power struggles become greater.



2. Black vs. White (Native American vs. Caucasian could be substituted) The suffering and fear endured by black slaves, and later by black citizens, frequently are re-directed by blacks toward whites. In some instances retribution is demanded. Black power and black pride have come to symbolize the "equality" in which blacks can establish and create superior situations to achieve respect. As a result, some whites band together out of fear and react to the superior power position assumed by these blacks.

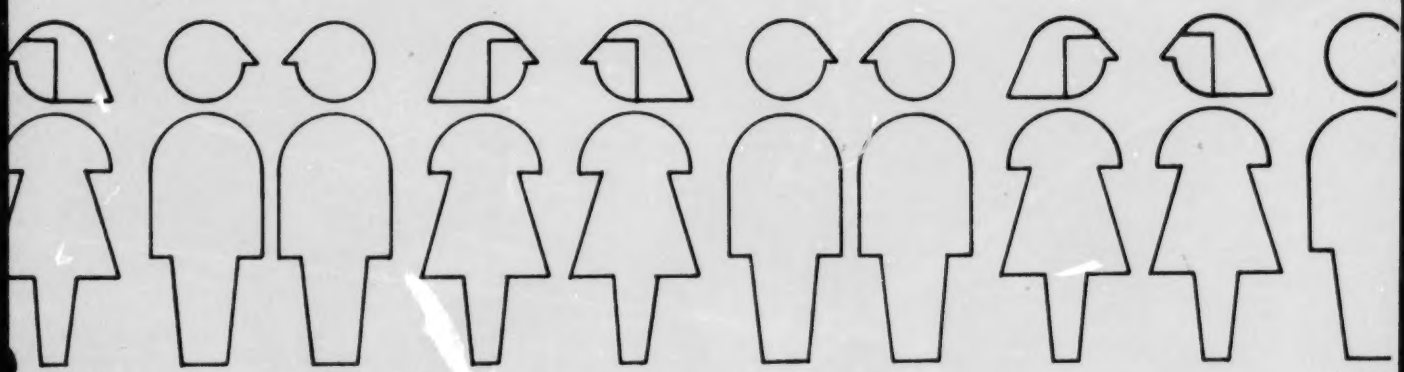


3. Youth vs. Adult

Parents frequently talk about raising children as if those children are vegetables. Some teachers teach second graders or sophomores as if they are objects. Youth, however, commands respect. They point out that the adult world is not perfect, that adults do not have the answers, and that adults are hypocrites because they do not behave as they speak. Youth often withdraws, organizes into power groups, and identifies with rebellious groups who are struggling against the establishment. The establishment is perceived by them as paternalistic and controlling.

4. Woman vs. Man

Men have been characterized through the ages as the kings or rulers of their domain in which they enjoy all of the accompanying privileges and responsibilities of the stronger sex. Women formerly achieved identity through sexual-based femininity, child-bearing obligations, and home as well as family responsibilities, but now these older means are being valued less by our society. Satisfactions gained from previous relationships are reluctantly sacrificed by both sexes, while some women's liberation groups use power tactics (similar to those used by other oppressed groups) to compensate for previously perceived inferiority.



You may want to write the following brief outline on the board for clarification of the concepts discussed in this section of the package. Call the participants' attention to the drawings on the preceding pages which depict these power struggles.

SOCIAL POWER STRUGGLES

LABOR vs. MANAGEMENT

BLACK vs. WHITE

YOUTH vs. ADULT

WOMAN vs. MAN

The transition from an inferior position by labor, blacks, youth and women is difficult because a dependent role has certain advantages. If one does not have the ability or resources to compete or risk, assuming responsibility is more threatening and undesirable than succumbing but having someone take care of you. In some instances, groups who are in an inferior position may wish to command a superior position without giving up some of the advantages of dependency. For example, labor unions may want salary guarantees without risk; blacks may want equal work opportunities and yet maintain welfare support; youth may want to be heard and consulted but leave work to the adults; women may want intellectual and economic equality but not accept physical and social responsibilities. Those in established positions believe that such stances are unfair and form reactionary groups to protect their interest. Each position demands that the other deliver first, and each position demands that the other deliver first, and each position thereby tries to maintain a morally superior position. This "show me first" phenemonon further intensifies the power struggle.

Family Communication

The daily communication in family settings is the primary educational medium for superiority-inferiority power struggles. The interactions between parents and children often carry many subtle messages

that represent the values fostered by our striving to become or appear to be superior. The resulting power struggle between parents and children resembles the social equality struggles in other social settings.

Examine a typical parent-child dialogue at the dinner table. You may have participated in such a conversation yourself recently. The parent initiates the discussion with the common question, "How did you do in school today?" The child answers, "OK." The parent follows up with questions about specific areas. The child gives brief, positive, but defensive answers. The parent is frustrated and the child is uncomfortable. Why are parent-child conversations usually carried on in this fashion? Because behind that simple, initial, parental question may be hidden messages that represent parents' valued superior position.

--"I am concerned about you living up to my expectations."

--"I must check on you. I do not have faith in you."

--"I must control your behavior or it will not be good enough."

--"I have the right to ask you without disclosing why."

--"I have no obligation to disclose anything about myself or my problems."

--"I think your discussion capabilities are limited to school work--not world events or community problems which interest me."

--"I am strong and in control, so tell me your problems and I will tell you how to solve them."

--"I will tell you how you can be better."

The child soon learns to give guarded or expected replies to maintain his/her position and get the parent of his/her back. Of course, if the child wishes to elicit the parent's aid in the child's own superiority struggle, she/he easily drops hints about unfair situations and impossible problems in school.

Superiority Tactics

As we go through life we learn communication games that carry messages about our status or desire for status. As depicted by Berne in Games People Play (1964), people play superiority games that are appropriate for the setting. Sometimes we are in a superior position and sometimes we are in an inferior position. We all are capable of playing both positions. The most obvious example is the one-up game--"If you think that's something, wait till you hear what I did." The put-down or sour grapes method is another common approach. In our discussion of superiority this approach is saying, "See, they are not better than me." Some one-up tactics, however, are much more subtle. For example, it is common for us all to feel that we must say something interesting or impressive to establish ourselves with someone we have just met. "My neighbor asked me how I was able to get so many

Like TA "Parent" "Child"

things done and I told him it was a matter of self defense." In essence we are saying, "Let me tell you what I can do and what I have to overcome." Only then do we believe that someone will be interested in us.

Displaying an image of strength is viewed as a way to gain respect. For years, our striving for the image of strength has been represented by the idolizing of the "playing it cool" hero. Someone who can do things without really trying represents someone we would like to be. Movie hero, James Bond, formerly represented this idol for many men. He was strong, exciting, and well-dressed. He fought and loved with great success. He drove new cars and was admired by his colleagues. Today we have anti-hero movies--heroes who nevertheless have the same cool, effortless strength we idolize. The stars of the movie and TV series M.A.S.H. cavort around in a rebellious, anti-establishment manner and are still able to perform major surgery, win wars, and be sensitive to the needs of mankind. This is the contemporary way to be cool, strong and superior.

Establishment Superiority

Teachers and parents usually represent establishment-type superiority. This position is maintained by some common strategies. The term maturity is often used to place the adult in a one-up position. Messages like, "You could understand if you had it," and "You will understand when you get it." are frequently sent. Students have often heard the following: "Students must be made aware that change comes slowly."

Another similar game position features hard won experience and unique experiential knowledge. "Here is something you don't realize." The message points out the fact that such knowledge was earned after a long struggle and, therefore, it must be worthwhile. If it is not, then the earner has been stupid and not worth very much. Established self respect cannot afford to deal with this possibility. According to this position seniority automatically brings knowledge. The magic of time and experience is assumed to be the equalizer.

Outgroup Superiority

Out-group attempts at superiority often grow out of moral superiority positions. The out-group typically puts down the establishment as imperfect and worthless. The out-group suggests something new, not experienced by the establishment, because "You haven't been there so how do you know?" Adolescents tell adults that adults have forgotten how it was and that things are different now. Blacks have an unusual experience--oppressed, suffered, joined together--they have "soul." Something mysterious, unusual, or special is created to make a person or group superior. You cannot feel "it" because you are not capable of being there and, therefore, you cannot understand or appreciate "it." To prove this point special language, music, clothing, or other badges or symbols of uniqueness are used. Similarly, a morally superior position may be assumed regarding some aspect of life in which the establishment has failed. Poverty struggles and pollution concerns have been social issues in this out-group stance.

We can observe current dialogues that represent establishment versus out-group struggles for superior one-up positions. Note the tactics used in the following dialogue between a teenager and a parent:

Parent - Drugs are bad. People who use them get into trouble.

Teen - How do you know. A lot of kids who take drugs are not bad.

Parent - You don't realize how your life could be affected.

Teen - It's not any worse than drinking.

Parent - Does that justify it?

Teen - Everyone's got their cop out.

We can hear the parents use of maturity and experience to talk down to the teenager. The teenager countered with something the parent did not know--some teenagers have used drugs and are not bad people because of it--and thereby attacks the unilateral and unequivocal statements. No respect for one another's feelings exists because each attempts to deal from power.

The following is a dialogue from a campus situation. The setting is a confrontation between a student activist and a student personnel worker.

Student Activist - Hey you--you"re a Doctor Somebody aren't you?

Personnel Worker - Yes, I have one kind of a doctor's degree.

Student Activist - Then why don't you make courses relevant?

Personnel Worker - What do you mean--"relevant?"

Student Activist - Turkey, you've got a doctor's degree and you don't know what's relevant?

Personnel Worker - I would like to understand--give me an example.

Student Activist - No use rappin' with you if you don't know where it's at.

The student personnel worker prefers to discuss specific concepts since he is confident that a rational approach will lead the student to understand his own inadequacy or misunderstanding (lack of experience and maturity). The activist uses a special language and a "see you don't know everything even if you have an establishment doctor's degree" putdown. In reality, the courses probably are not relevant, but also, there probably is a justifiable reason for the present course offerings.

Living as an Equal

Equality does not mean sameness

Being equal does not mean being average; it does not pull an individual down. To live as an equal does not require a person to have equal abilities, skills, or even equal opportunities. Unfortunately, to some people the concept of living as an equal implies that a person must be bland and conforming or even weak or soft. This is not the case and, in fact, quite the opposite image might be considered. The person who operates from a basis of equality is more likely to be described as confident, strong, and able to live in a competitive society.

How would I behave if I felt equal? Here is a composite picture of an idealized self:

Feeling equal is...

> I am able to assume responsibilities. I am not a stereotyped person. My basic essence is the consideration for the rights and interests of others while standing up for my own rights. To be considerate of others' rights and interests, I must be sensitive to others. The behavior that demonstrates this characteristic is the ability to respect others' opinions and take time to look at things from their point of view: "I can understand how you feel like that." I listen to others, restate and clarify the other person's concerns in my own words. I am able to share my own feelings because I have faith in the willingness of others to understand my ideas. Furthermore, I am able to examine my own uneasiness and ask for help in explaining it. I am willing to offer assistance to others as they try to understand their feelings. I let others know how they affect me. At the same time I am able to stand up for my rights. I mind my own business and do not worry about controlling others. I speak for myself and do not hide behind a group spokesman. I do not feel the need to be unusual, special or superior to be appreciated and, therefore, do not over control my behavior for fear of exposing inadequacies. As a result, I tend to be spontaneous and get into action. I state what I believe will work and specifically do those things for which I have accepted responsibility. My manner of expression is one of firmness and kindness.

Equality Guidelines

Mutual respect is basic to developing feelings of human worth and dignity. Mutual respect in the classroom is more than seeing a person of value as a resource to be developed. Students in the classroom are individuals. They are not the same, but are individualistic with differing talents, differing behavior, different wills. Many of their behaviors may be unacceptable or even deplorable but the

person is valuable, even if the behavior is not. The following suggestions allow a posture of mutual respect to be demonstrated and foster reciprocal equalness-type behavior in others.

How to demonstrate mutual respect

1. Disclosure of feelings acknowledges thoughts of inadequacy and concern but also promotes a faith in overcoming problems. Disclosure of feelings should not be confused with complaining. The problem solving process is shared. In addition, a concern for others may be expressed without an attempt to control their behavior. Be interpreting others' feelings into one's own terms demonstrates understanding. Making observations and statements about relationships without fear of losing mutual respect demonstrates strength and faith in one another. This disclosing process provides an opportunity for the projection of some unspoken connotations:

   --"I have faith that you will understand."

   --"You will appreciate my uniqueness and I do not have to flaunt it before you."

   --"Your comments mean something to me."

   --"I need and appreciate your support."

   --"You also can disclose things to me."

2. Commitment of time and effort implies worthwhileness. A willingness to take away time and effort from some other pleasurable or desirable activities demonstrates caring and respect. Faith in

future contacts and relationships can be expected to grow from this commitment because it provides something in common from which future interactions can develop. This willingness to invest also relieves the pressure for instant success and expresses faith in a satisfactory manner of dealing with one another. A college student captured the importance of this aspect in the negative sense when he said, "My advisor makes me feel as if I am intruding on his time."

Investing in others

3. Exploration and risking together develops a sense of belonging that comes from struggling together. Putting yourself on the line for someone indicates that you think he/she is worthy of your interest and involvement. Talk is cheap, doing is difficult. Risking failure could endanger the self worth of either party, if mutual respect were not present. Conversely, staying aloof or feeling guilty keeps one in a non-doing but superior position. The exploring together exposes humanness (imperfections) and integrities (strengths) which allow for non-threatening involvement in future situations. An accomplishment reached together provides evidence of strength and justification for further involvement. In a given situation thinking in terms of "we" rather than "her" or "me" will develop.
4. Faith in the benefits of social interest allows us to recognize the uniqueness of an individual and encourages an interactive

spontaneity that models honesty and faith. "What is there about this individual that I find interesting? Here is an interesting person with whom I can interact in many ways." Reacting from a "what's interesting to me" departure results in a natural, honest, non-controlled reaction. Faith in the assumption that every human being is interesting in his/her own fashion allows this to be a provocative way to enter relationships. Becker (1963, p. 246) insightfully captures the ultimate expression of this quality: "The lover thrives on the unique qualities of his object, particularities found nowhere else in the world." Equalness is established by the recognition that one party appreciates the other party with proof of this demonstrated by the spontaneity of reactions to the individul's unique attributes. Reciprocal reactions are based on the coming together in a unique, personal relationship. Gibb (1970, p. 52) illustrated this process as he described his discovery of a trusting relationship with his son, Randy:

Becoming role free

> From this experience in playing with Randy, I learned again that when I play the role of father out of a sense of duty and obligation that this is a lousy thing for me and a lousy thing for my child. A role relationship or a duty relationship is essentially hostile and counter growth. I still play roles with Randy, but I am a little more aware of it each time and I do it less and less. I am learning to say 'I don't want to play,' when I am busy or want to do other things. Even better, I am beginning to try to work out with him things that we

both like to do. When we find something that we both like, which we often do, it is tremendous. When I am afraid or anxious I often revert to role. When I am completely trusting, I am role free. Trusting people becomes more personal.

Equality in Dialogue

Equality in dialogue is necessary for productive communication. An issue does not necessarily determine the mood, form, or outcome of a meeting of minds, but the attitude of the participants involved in the discussion may determine that mood and form. Dreikurs (1971) noted that what one does is less important than how it is done and under what circumstances it develops. Opposing theories open new dimensions and horizons as well as enrich and stimulate thought. This view, rather than fear of submission, avoidance of unpleasantness, or protection of false pride, allows for agreements to be reached and subsequent action to be taken. No one is humiliated in the process.

Respect not submission

Parent: I am bothered by the reports of drug usage and I am especially concerned about how it might effect you.

Teen: It's not any worse than some other things--like drinking.

Parent: I get the idea you think I am going to give you a lecture on drug usage. I'm interested in finding out about drugs and how you feel about them.

Teen: I know some kids who use drugs and they are not bad.

Parent: I didn't say they were--I'm bothered that you already have my reaction pigeon-holed. I realize you expect adults to react that way but I would prefer to discuss it with you without jumping to conclusions about the goodness and badness of it all.

Teen: O.K.--where do you want to start?

Parent: I would like to know some specifics about how your acquaintances have come about using drugs and what was your reaction to them. I have visions of what is described on television and the like and I get the impression from you that it must be different than shown there.

In the above parent-teen discussion the teenager is obviously defensive, probably with justified cause. The parent, however, minds her/his own business, discloses feelings, shows a willingness to commit time, and a willingness to explore the subject together.

The defensiveness of the teenager might never have reared itself if equalness had been fostered in dialogues of earlier formative years. Could not the discussion at the dinner table, initiated by the parent with the question, "How did you do in school today?" have gone differently if equalness had been fostered earlier? The connotation of the parent's message then would have been:

--"I find your activities interesting."

--"I am confident you found something positive in your day."

--"What you have to say relates to me and my day."

--"I did something today that I will subsequently share with you."

--"You are worthy of conversation."

--"Being part of your life is worthwhile."

--"You can inquire about my day."

With the above messages behind the question it is extremely doubtful that the teenager would answer simply, "O.K.". Instead, a unique, personal dialogue could ensue which would make living as an equal a reality.

Activity #1: Mutual Respect Incident

Purpose: to create awareness through examples of how inquality exists.

Activity: You will be asked to listen as your leader reads two situations. Group discussion of the situations will follow.

Activity #1: Mutual Respect Incident (30 minutes maximum)

This activity may be used as an introduction to the workshop and as a way for you to relate previous reading materials to the workshop.

The following situation is often used to illustrate parent-teenager relationships. Let's review it. (Read to participants.)

"Suppose you are a parent of a teenager who wanders into your living room with a magazine, sits down on the sofa and inadvertently puts his feet on a new table you have just bought. What would be your response?" (Get responses from the group.)

"A fellow worker, whom you admire very much, stops to tell you about something interesting that happened at work. In the heat of the discussion your friend inadvertently puts his feet on the new table you have just bought. What might be the typical response?" (Get responses from the group.)

Compare the responses with the group. What are the assumptions behind the responses?

How do these situations relate to the concept of equality?

Focus on awareness of equality <u>not</u> resolution of situations in your discussion.

If you wish to identify other situations for a group in which these seem inappropriate, please feel free to do so.

By all means, attempt to generate quick responses as in a brain-storming exercise - don't let the discussion lag.

Activity #2: Classroom Equality

Purpose: to increase participant awareness of factors indicating classroom equality.

Activity: As a group, brainstorm a list of school practices which can result in treating students as unequals. Focus on classroom and non-classroom situations.

Activity #2: Classroom Equality (20 minutes maximum)

1. Instruct the group to brainstorm a list of school practices that result in treating students as unequals.
2. Try to direct the focus of this brainstorming session to classroom and non-classroom school practices.
3. Make a list of these practices on the board as individuals suggest them.
4. Ask the group to divide the list into categories of practices such as: classroom practices, supervisory, administrative, or role-conflict.

Note: In processing step #2, ask individuals to specify the categories of practices in which they might be involved personally.

Activity #3: The Courage to Be Imperfect

Purpose: to increase participant awareness of the effects of criticism on various types of people and to examine personal need for social equality.

Activity: Listen to the taped presentation of "The Courage to Be Imperfect," by Rudolph Dreikurs. Your leader will then lead a discussion of the content of the tape.

Activity #3: The Courage to Be Imperfect (20 minutes maximum for discussion after tape)

1. Introduce the tape as related to the social equality points just discussed. Note the tape focuses on why we are unwilling to be criticized and why we individually demand social equality.
2. Play the tape of "The Courage to Be Imperfect."
3. After participants have listened to the tape use the Communication-Encouragement Circles to discuss the content. If the C-E format seems impractical because of less than 10 participants, have a triad discuss the content with remaining participants observing.

Optional Activity #3: Communication-Encouragement Circles (requiring a minimum of 10 participants)

Getting Started

1. Divide yourselves into two groups.
2. One group puts chairs in a circle.
3. The other group forms a circle with their chairs outside the first circle.

Eventually everyone will have the opportunity to participate in each circle. You will find yourself doing two different things.

1. While in the Inner Circle (IC) you will communicate by listening and sharing your feelings and thoughts about "The Courage to Be Imperfect."
2. While in the Outer Circle (OC) you will observe the participation of an assigned partner in the Inside Circle and listen carefully to ideas expressed. Later you will give positive feedback to your partner.

Remember

1. If you are in the Outer Circle (OC), you cannot discuss the topic. You will have one uninterrupted minute to give feedback to your partner.
2. During the feedback session, each OC member identifies for the IC partner what was good about his or her communication. Only positive things can be stated.
3. If you are in the Inner Circle (IC), you can participate anyway you wish. Just by attentively listening you can participate in the communication process. As you feel more at ease in the group, you will find yourself sharing your feelings comfortably.
4. During the feedback session, each IC member will receive positive statements from the OC partner regarding the topic discussion. The IC member should not talk during the one minute feedback session.

"The Courage to Be Imperfect"

From a speech by Rudolph Dreikurs, M.D.

I have chosen today only one aspect of psychological importance to present to you for your thought and consideration; the subject of "The Courage to Be Imperfect." In this one subject and topic it seems that a number of basic problems facing us come to the fore. In this subject and topic we deal with our culture; we deal with the need for a re-orientation in a changing culture; we deal with the basic problems of education; and finally, we have here an area where we may even learn eventually to deal more effectively with ourselves.

We can well see that perfectionism is rampant today. A great many people try so hard to do right and to be right. Only a few psychiatrists are perhaps catching on to the implications of such a desire which has highly depreciated our fellow men, our society. So it may perhaps be presumptuous to ask what right do we have to interfere with the peoples' desire to be right and to do right and to become perfect. In a certain way we may even consider the term and the notion of God as the ideal of perfection. The question of justice is intrinsically linked to the demand to have the right--the right distinguished from wrong--punishing for the wrong and perhaps praising the right. Moral standards are impossible without a clear distinction between rights and wrong, and stimulating efforts toward the right.

Let us perhaps first state the one thing: right and wrong are judgments. In many cases they are valueless judgments. The right and wrong can be clearly defined only when we have absolutes--only in an absolutistic way can we say "that is right" and "this is wrong." And there are many people who out of the tradition of our culture are still looking for this absolute. Truth is an absolute; something is either wrong or right, true or false. That is how we think. And perhaps that is the way we have to act.

What we don't realize so often is that all of these absolutes are gone in a civilization which has become democratic. Absolutes are only possible if we have an authority which decides what is right and wrong. As far as we are concerned in our private lives we have become such an authority because each one of us determines for himself what is right and what is wrong; what is wrong; what is true and what is false. But when it comes to a generalized statement, then we run into troubles. What is right for the one may be wrong for the other

one. What is good for one, what is beautiful for one, may be not so for another one. And as we are losing the authoritarian order in our society we lose more and more the authorities which establish absolute judgments. The entire world where even science has to make this adjustment--mechanistic science in the 17th and 18th centuries was still under the impression that one can easily distinguish between true and false; the truth must be found, despite of the warning of philosophers like Kant that the real thing can't be seen, that everything is approximation.

So we find today that right and wrong are also approximations. We can only come closer to the right and see clearer something which is not so right. But the absolute right does no longer exist. The same way as we can never again dream about finding the absolute truth. Every truth is approximate, for the time being, until a better truth is found.

I have found many, many people who try so hard to be good. But I have failed yet to see that they have done so for the welfare of others. What I find behind these people who try to be so good is a concern with their own prestige. They are good for the benefit of their own self-elevation. Anybody who is really concerned with the welfare of others won't have any time or interest to become concerned with the question of how good he is.

To explain a little bit further I might perhaps present to you two ways of movement on the social scene; two ways of working, of applying oneself. We can distinguish them as the horizontal plane and the vertical plane. What do I mean by that? Some people entirely and others in certain areas move on the horizontal plane. That means that whatever they do they move toward others; they want to do something for others, they are interested in others--they merely function. That is clearly distinguishable from another motivation by which people move on the vertical plane. Whatever they are doing, they are doing it because they want to be higher, they want to be better.

As a matter of fact, improvement and contributions can be done in either way. There are people who do something well because they enjoy doing it, and others who can do something well because they are so glad to prove how good they are. Even human progress probably depends just as well on the contributions of those who move on the horizontal and on the vertical plane. Many have done tremendous benefit to mankind actually motivated only by the question of proving how good they are--looking for their own superiority. And others have done a great deal of good--as we call it, in an unselfish way--without consideration of what they may get out of it.

And yet there is a fundamental difference in the way things are accomplished, whether you move on the horizontal or the vertical plane. When you move on the vertical plane you go up; you increase your knowledge, you increase your status, your respect, your prestige--perhaps even your money. But at the same time nobody who moves on the vertical plane is never only moving up. He is constantly moving up and down, up and down. One day when he does something good he moves a few notches up; next moment when he makes some mistake he moves back down again. Up and down, up and down. That is excatly the plane on which most of our contemporaries move today. The consequences are obvious. A person who moves on the vertical plane can never be sure that he is high enough, never be sure the next morning that he is not coming down again. Therefore he has to live with tension and fears and anxieties. He is constantly vulnerable. As soon as something doesn't go well, down he goes--if not in the opinion of others, then in his own.

Quite different is the movement on the horizontal plane. The person who moves on the horizontal plane is constantly moving ahead in the direction he wants to move. He doesn't move up but he moves ahead. When something goes wrong, he considers what's going on, tries to find a way around, tries to remedy it. He is merely motivated by interest. If his motivation is very strong, he may even have enthusiasm. But he doesn't think about his own self-elevation; he is interested in functioning instead of being concerned with his status or prestige.

And so we can see how on the one side, on the horizontal plane we have the desire to be useful. On the vertical plane we have the desire for self-elevation with the constant fear of making mistakes. And yet, most people today, stimulated by our general social values of social competition, are entirely devoting themselves to the problem of their own value and self-evaluation--never sure that they are good enough, never quite sure that they will measure up, even though in the eyes of their fellow man they may be highly successful.

Now that points us, then, to a crucial question for those who are so concerned with self-evaluation. The crucial question is the problem of mistakes--making mistakes.

Perhaps we first have to state a little bit clearer why people became concerned--badly concerned--with the danger of making a mistake. We can perhaps refer first to our tradition, to our cultural tradition. In an autocratic society making a mistake is unpardonable, intolerable. The king, the master, never makes a mistake because he has the right to do as he darn well pleases. And there is nobody who can tell him he has done something wrong except at the danger of losing his head.

Mistakes are only possible to be made by subordinates. The only one who decides whether a mistake is made is the boss.

Making a mistake means thereby nonconformity with the demands: "As long as you do as I tell you there is no mistake possible because I am right. I say so. Making a mistake therefore means that you don't do what I tell you. And I won't stand for that. If you dare to do something wrong--that means different from what I tell you--you can count on the worst possible punishment. And in case you have any delusion that I might not be able to punish you, there will be somebody higher than me who will see to it that you will be punished. A mistake is a deadly sin. Making a mistake incurs the worst possible fate." That is a typical and necessary authoritarian concept of cooperation: Cooperation means doing as I tell you.

It seems to me that our fear of making a mistake has a different meaning. It is an expression of our highly competitive way of living. Making a mistake becomes so dangerous not because of the punishment--of which we don't think--but because of the lowering of our status, of the ridicule, of the humiliation, which it may incur: "If I do something wrong and you find that I am doing something wrong, then I am no good. And if I am no good, then I have no respect, I have no status. Then you might be better than me. Horrible thought!"

"I want to be better than you because I want to be superior." But in our present era we haven't so many other signs of superiority. Now the white man no longer can be so proud of his superiority because he is white; and the man because he is a man and looks down on the women-we can't let him do that anymore. And even the superiority of money is another question because we can lose it. The Great Depression has shown it to us.

There is only one area where we can still feel safely superior: when we are right. It is a new snobbism of intellectuals: "I know more, therefore you are stupid and I am superior to you." The superiority of the moralists: "I am better than you; therefore I am superior to you." And it is in this competitive drive to accomplish a moral and intellectual superiority that making a mistake becomes so dangerous again: "If you find out that I am wrong, how can I look down on you? And if I can't look down at you, you certainly can look down at me."

That is how human relations of today are--in our community just as much as in our families, where brothers and sisters, husbands and wives, parents and children look down on each other for doing wrong and

each one trying to prove so desperately that he is right and the other is wrong. Except, those who don't care any more can tell you, "You are right, you think, but I have the power to punish you; I will do what I want and you can't stop me." But of course, while we feel defeated by a little child who is our boss and who does what he pleases, we still have one thing left: at least we know we are right and he is wrong.

When you try to be cautious, when you use your judgment, you are not thinking about "I shouldn't make this mistake"; you are merely trying to do what the situation would warrant. But anybody who is fascinated by the possibility of making a mistake is most liable to make one. Preoccupation with the danger of making a mistake leads you smack into it. The best way of avoiding a mistake is doing your part and don't think about the possibilities of making mistakes.

Actually, all these people who try so desperately to avoid mistakes are endangering themselves. The reason for that is twofold. First, when you think about the mistake which you might make, you do to yourself the greatest of harm by discouraging yourself. We know that discouragement is the best motivation for doing something wrong. In order to do something right, one has to have confidence--self-confidence. When you think about the mistake you might make you express your lack of faith in yourself, your lack of confidence in yourself. And, consequently, out of this discouragement we are more prone to make a mistake.

But there is another psychological mechanism that makes concern with mistakes so dangerous. We know today that everybody moves in accordance with his expectations. When you expect to do something, are really convinced you will do it, you are more strong to do it. You may not always do it because there may be other factors involved. But, as far as you are concerned, when you expect to behave in a certain way, you are most prone to behave in this way.

I don't know how many of you have had the experience when you learn to ride a bicycle or to ski. I learned both and I had the experience in both. The first time I am alone on a bicycle in the middle of a street, completely empty except for one thing which stands there in the middle; it is much more difficult to hit the one thing instead of going around left or right, but you will hit it. Because you expect to hit it. The same way when you are on skis and there is a tree here. Why should you just hit this one tree? But you do, the first time you are on skis, because that is what you expect from yourself in what you are doing. We are moving ourselves in line with

what we anticipate and it is therefore anticipating the danger of mistakes that makes us more vulnerable.

The mistake presents you with a predicament. But if you are not discouraged, if you are willing and able to take and utilize your inner resources, the predicament is only stimulating you to better and more successful efforts. There is no sense in crying over spilled milk.

But most people who make mistakes feel guilty; they feel degraded, they lose respect for themselves, they lose belief in their own ability. And I have seen it time and again. The real damage was not done through the mistakes they made but through the guilt feeling, discouragement, which they had afterwards. Then they really messed it up for themselves. As long as we are so preoccupied with the fallacious assumption of the importance of mistakes, we can't take mistakes in our stride.

Now let's see what consequence these facts have on education and on living with oneself. It is my contention that our education today is very largely what I call mistake-centered. If you could enumerate the various actions of a teacher in a class and could enumerate for every hour and every day what she is doing with the children, you would be surprised how many of her actions are directly dealing with mistakes which children are made. As if we were obliged to primarily correct or prevent mistakes.

I fear that in the majority of tests given to students the final mark does not depend on how many brilliant things he said and did, but how many mistakes he made. And if he made a mistake he can't get a hundred regardless of how much he has contributed on other parts of the examination. Mistakes determine the value. In this way we unwittingly add to the already tremendous discouragement of our children.

It seems to me that our children are exposed to a sequence of discouraging experiences, both at home and at school. Everybody points out what they did do wrong and what they could do wrong. We deprive the children of the only experience which really can promote growth and development: experience of their own strengths. We impress them with their deficiencies, with their smallness, with their limitations, and at the same time try to drive them on to be much more than they can be. If what we want to institute in children is the need to accomplish something, a faith in themselves, and regard for their own strengths, then we have to minimize the mistakes they are making and emphasize all the good things, not which they could do, but which they <u>do</u> do.

A teacher who is defeated by a child who is exceedingly ingenious in defeating her would not think of giving the child credit for the ingenuity and brains which he uses in defeating her. But that's exactly the only thing which might get the child to stop defeating her. If he could get some appreciation for what he is doing instead of being told, "You can't do it to me," when the teacher knows as well as the child that he can. But for every one child who really studies and grows and learns and applies himself, driven by this fear of "You are not good enough, not what you ought to be. You have to try so hard."--for every one of these children who succeeds, there are literally thousands who give up: "I can't be as good as Mother and Teacher want me to be. What's the sense of trying. I can't be as good and important as I want to be. I have to find other ways--and to switch to the useless side."

Most of our juvenile delinquents are the product of a perverted ambition instilled in them by well-meaning parents and teachers telling them how good they ought to be. Only that they preferred to be good in easier ways than by studying and applying themselves. If they smoke, drive hotrods, indulge in sex, get in conflict with the police, break windows and whatever have you, then they are heroic, then they are important. It's easier and much more gratifying because they really feel important--and by golly, our fear gives them all the reason to feel important because they defeat us, society collectively, as they defeat their teachers and parents. And they are all over-ambitious, driven by their ideal of how important they ought to be and finding no other outlet except on the useless side, by misbehaving.

And so this mistaken idea of the importance of mistakes leads us to a mistaken concept of ourselves. We become overly impressed by everything that's wrong in us and around us. Because, if I am critical of myself, I naturally am going to be critical of the people around me. If I am sure that I am no good, I have at least to find that you are worse. That is what we are doing. Anyone who is critical of himself is always critical of others.

And so we have to learn to make peace with ourselves as we are. Not, the way many say, "What are we after all? We are a speck of sand on the beaches of life, we are limited in time and space. We are so small and insignificant. How short is our life, how small and insignificant is our existence. How can we believe in our strength, in our power?"

When you stand before a huge waterfall, or see a huge snow-capped mountain, or are in a thunderstorm--most people are inclined to feel

weak and awed, confronted with this majesty and power of nature. And very few people draw the only conclusion which in my mind would be correct: the realization that all of this power of the waterfall, this majesty of the mountain, this tremendous impressiveness of the thunderstorm are part of the same life which is in me. Very few people who stand in awe of this expression of nature stand in awe of themselves, admiring this tremendous organization of their body, their glands, their physiology, this tremendous power of their brain. This self-realization of what we are is missing because we are only slowly emerging from a traditional power of autocracy where the masses don't count and only the brains and only the emperor and the divine authority knew what was good for the people. We haven't freed ourselves yet from the slave mentality of an autocratic past.

How many things would be different in everyone's surroundings if we hadn't lived? How a good word may have encouraged some fellow and did something to him that he did it differently and better than he would have otherwise. And through him somebody else was saved. How much we contribute to each other, how powerful we each are--and don't know it. And that is the reason then why we can't be satisfied with ourselves and look to elevate ourselves--afraid of the mistakes which would ruin us--and try desperately to gain the superiority over others. So perfection, therefore, is by no means a necessity; it is even impossible.

There are people who are always so afraid of doing wrong because they don't see their value; remain eternal students because only in school one can tell them what is right, and they know how to get good grades. But in life you can't do that. All the people who are afraid of making mistakes, who want by all means to be right, can't function well. But there is only one condition on which you can be sure you are right or wrong. That is afterwards. When you do something you never can be sure--you can only see if it is right by how it turns out. Anybody who has to be right can't move much, can't make any decision, because we can never be sure that we are right. To be right is a false premise and it usually leads to the misuse of this right. Have you any idea of the difference between logical right and psychological right? Have you any idea how many people are torturing their friends and their families because they have to be right--and unfortunately they are? There is nothing worse than the person who always has the right argrument. There is nothing worse than a person who always is right morally. And he shows it.

We are dealing in America with a horrible danger to which we have to call attention. Do you know that our American women are becoming a general, universal threat? Merely because they try so hard to be right? Go into any average classroom and look at all these bright, intelligent students--who are girls. And all the toughs who don't want to come to school and don't want to study. Look at all these mothers who try so desperately to be good-and their husbands and their children don't have any chance.

This right morally and right logically is very often an offense to human relationships. In order to be right you sacrifice kindness, patience if you want, tolerance. No, out of this desire for rightness we don't get peace, we don't get cooperation; we merely end up by trying to give the others the idea of how good we are when we can't even fool ourselves. No, to be human does not mean to be right, does not mean to be perfect. To be human means to be useful, to make contributions, not for oneself, but others. To take what there is and make the best out of it. It requires faith in oneself and faith and respect for others. But that has a prerequisite: that we can't be overly concerned with their shortcomings, because if we are impressed and concerned with their shortcomings, we have no respect, neither for ourselves nor for others.

We have to learn the art, and to realize that we are good enough as we are--because we never will be better, regardless of how much more we may know, how much more skill we may acquire, how much status or money or what-have-you. If we can't make peace with ourselves as we are, we never will be able to make peace with ourselves. And this requires the courage to be imperfect; requires the realization that I am no angel, that I am not superhuman, that I make mistakes, that I have faults; but I am pretty good because I don't <u>have</u> to be better than the others. Which is a tremendous belief. If you accept just being yourself, the devil of vanity, the golden calf of my superiority vanish. If we learn to function, to do our best regardless of what it is; out of the enjoyment of the functioning we can grow just as well, even better than if we would drive ourselves to be perfect--which we can't be.

We have to learn to live with ourselves and the relationship of natural limitations and the full awareness of our own strength.

The following content section should be presented as a brief leader lecture. Participants should read the Campbell article following this introductory leader lecture.

Cooperation: An Alternative to Competition

"It's a dog eat dog world." "Competition is the cornerstone of the free enterprize system." "Winning isn't important, it's everything." How many of these familiar sayings have you heard? Competition is viewed as the primary motivator of behavior and for winners it does motivate. For losers, it also motivates but not for them to try harder but rather to withdraw, avoid, hate school, and drop out.

Competition does not build courage

Schools have historically contributed unnecessarily to competition. Colonial schools were first established to provide training to a few persons selected for the ministry and the mercantile class. The abandonment of such selective elitism in education has been a difficult task, because education continues to provide a screening and credential service in which elitism is viewed as a way of certifying quality. The spelling bee was a process of determining the one best student in a particular area. One should succeed and ultimately all the rest must fail. The result of all such competitive practices in education is discouragement which in turn leads to problem behavior

In the image of the elite schools foster competition

Why discouragement flourishes

and further discouragement. As long as we permit competition to be our primary means of motivation we will have discouragement and problem behavior and we will eventually pay the price in persons attempting to be significant in non-productive ways such as illness, vandalism, suicide, drop out, and drug abuse.

To be a good competitor one must experience some success. This does not mean that success is required on every effort. (A .300 hitter in baseball is considered successful.) Many physically immature junior-high-school males experience failure in football and do not compete in senior high even though their new physical development would indicate great potential. Readiness and opportunities for success experiences go hand in hand.

Success and failure experiences are subtle. Glasser's book, Schools Without Failure (1969), implies that schools tend to promote a failure orientation for the majority of our youth at the expense of success for the elite few.

Activity #4: Merits of Competition

Purpose: to become aware of and discuss the merits of competition in the educational setting.

Activity: 1. Read the article "On Being Number One: Competition in Education" by David N. Campbell.

2. Discuss your reactions to the content of this article. (Your leader will provide further directions.)

Handout #1

ON BEING NUMBER ONE: COMPETITION IN EDUCATION

David. N. Campbell

I am observing in a new open-space elementary school staffed by very young and attractive people I am supposedly to help become open classroom teachers. Positioned to the rear of one pod, I can observe two women math teachers simultaneously. One is using a game of the tic-tac-toe with addition and subtraction problems instead of Xs and Os. It is boys versus girls, third grade. A small boy comes forward for 7+2 and guesses at 8. The boys groan; the girls cheer; the teacher looks pained. The "motivation" is high. There is good attention and "involvement." It's a good lesson - by normal standards. It seems that the girls frequently win. The chagrined boy returns to his seat and while his efficient teacher continues through her lesson, which she imagines is arithmetic, the real lesson is demonstrated in front of me as the little boy punches the little girl next to him as hard as he can, saying, "I hate you, I hate you, I hate you." In the adjacent bay the "innovative" teacher is using flash cards in the same manner. Children are guessing answers, "2...4...8...." One boy always wins and the others hate him.

* * *

In a physical education class the children run in a wide circle, jumping hurdles. Several, as usual, cannot coordinate their bodies. They trip and fall. Finally the instructor - in what he probably believes to be a kind gesture - allows them to sit out the rest of the exercise. The embarrassment and humiliation is so heavy that their eyes remain down, looking at the floor. Later they all run in relay teams, cheering and jeering - cheering those who are fast and jeering those who are slow, and who lose the match for the whole team.

* * *

Now I'm in the reading groups, the redbirds and bluebirds (a code every child has easily broken), and the youngsters are reading out loud. In essence they are on stage performing for the others, who laugh or giggle at every mistake and wiggle hands to correct, along with "oo-ah-oo-ah." Lifelong reading problems are being ingrained.

* * *

In music class youngsters are "auditioned" by singing in front of each other, in art by some very select few having their work displayed, and in every classroom every day that common experience described so well by Jules Henry is repeated. Henry speaks of Boris, a fifth-grader, at the board attempting to reduce a fraction to its lowest terms. He is performing for the teacher and the class, and he is being judged. He is being assigned a rank, status, and role and he will carry them with him for the rest of his life. He is having trouble reducing the fraction; the teacher suggests that he "think." She is painfully patient, but Boris is mentally paralyzed. All the while hands are waving, heaving up and down, all frantic to correct Boris. Finally, the teacher gives up with Boris and calls on Peggy, who always knows the right answers (unfortunately for her).

Activity #4: Merits of Competition (30 minutes)

1. If appropriate for your group use the Communication-Encouragement Circle to discuss the topic: "Being Number One: Competition in Education" by Campbell.
2. If the circle approach has been used before, group members in the OC should reverse roles with members who wer in the IC.

If a discussion format is used instead of the C-E Circle, the leader may want to assume an active role in emphasizing and summarizing the major points made by Campbell. This discussion might naturally flow into the next exercise which elicits a list of alternatives for competitive practices. If C-E Circle is used, leader may also want to note that such C-E Circle groups in and of themselves demonstrate the need for and experience of encouragement.

> Thus Boris's failure has made it possible for Peggy to succeed; his depression is the price of her exhilaration, his misery the occasion of her rejoicing. This is the standard condition of the American elementary school.... To a Zuni, Hopi, or Dakota Indian, Peggy's performance would seem cruel beyond belief, for competition, the wringing of success from somebody's failure, is a form of torture foreign to those noncompetitive Americans. Yet Peggy's action seems natural to us; and so it is. How else would you run our world? And since all but the brightest children (i.e., less than 5%) have the constant experience that others succeed at their expense, they cannot but develop an inherent tendency to hate - to hate the success of others, to hate others who are successful, and to be determined to prevent it. Along with this, naturally, goes the hope that others will fail.... Looked at from Boris's point of view (which it seldom is) the nightmare at the blackboard was, perhaps, a lesson in controlling himself so that he would not fly shrieking from the room under the enormous public pressure.[1]

But of course Boris cannot fly from the room either shrieking or quietly. He will have to "adjust," for the competition will only become greater as he continues in school. By junior high school he will be tracked and rather finally labeled, his progress now strictly controlled so that he may no longer have a chance for A grades, or college prep, or A.P. He knows by now that he cannot draw, is no good at music, terrible at math, mediocre at athletics, miserable in English, passable in science; but at least his fate is somehow acceptable, because everyone in his classes is also inferior, a total or partial failure. In fact, Boris is effectively cut off from social interaction with his betters or those below him in the hierarchy. He cannot think of dating an upper-track girl. He carries his books upside down so others cannot identify his status. Again, Jules Henry:

> The function of high school, then, is not so much to communicate knowledge as to oblige children finally to accept the grading system as a measure of their inner excellence. And a function of the self-destructive process in American children is to make them willing to accept not their own but a variety of other standards, like a grading system, for measuring themselves. It is thus apparent that the way American culture is now integrated it would fall apart if it did not engender feelings of inferiority or worthlessness.[2]

This is the ethic which permeates, and dominates, our society. It is intoned as the prime motivation which has made our country "great." Fathers, especially, will confront me over this issue and proclaim: "It's a dog-eat-dog competitive world out there and I want my kid to know that." I attempt to point out that this is not a very attractive world to offer to one's children, however real it may be. The idea is essentially, "Make my kid suffer now so he gets used to it. Teach him to claw his way to the top by any means necessary. Teach him to hate those who win and himself when he loses and despise those who don't make it." But the idea is so well programmed that few are converted. After all, they see Mark Spitz standing there bedecked with a necklace of Olympic gold medals and he doesn't say, "It was a great experience. It was meeting all those other athletes so well trained and so dedicated and feeling my own body respond the way I wanted." No, instead he proclaims the teaching of all his coaches throughout his schooling and training: "All that matters is winning." Thus he reinforces millions throughout his country and

effectively destroys the idea of the Olympic Games.

In that sequence of the film about the 1972 Olumpics which dealt with those who lost, the point was never so clearly and devastatingly made that there, as in school, most people fail. Grown men and women break down and cry. There's a degree of despair seldom witnessed except at the death of someone close, with collapsing dreams and worlds. In both school and the games the spirit of the experience has been distorted beyond recognition. Everywhere a parade of frustrated fathes determined that their son will be a winner and make up for their own personal failure. All over the country Little League and school coaches deliver Knute Rockne halftime speeches; but the emphasis is now more exaggerated, an anxiety-ridden command to win: All that matters is winning.

Some day compare a street baseball game to Little League, the difference between kids enjoying themselves, the game, the laughing, jokes, bending the rules; and the other: tense kids, shouldering the responsibility of dozens of adults, making good for dad and mom, for the team, the coach, and the community. Those adults have effectively destroyed not only childhood; to an always unknown degree they have distorted that child's entire life.

I remember an exception, a male physical education teacher at a junior high school where I taught for a number of years. He had a motto which at the time I thought was terribly trite: "A sport for every boy and every boy a sport." But in practice it meant boys who looked forward to his class and respected and admired him, would in fact do anything for him. He had a competing basketball team, but the instructions were explicit and reinforced continually: Winning is not the most important thing. Good sportsmanship is. No dirty play, no arguments or contesting decisions, and at the end the whole team, win or lose, must en masse congratulate the other team. The gym was open every lunchtime for games and general use and it was always filled. He was I am certain he could no longer exist in our winning-is-everything schools.

The counter-argument is that competition makes for betterment, higher standards; a free market creates lower prices and better and more abundant goods and services. But of course we know better now. The free market is essentially not at all free but dependent upon favors from the government; it is subject to price fixing, charging as much as the public will bear, subsidy, and campaign contributions. As to competition creating our agricultural and industrial superiority, that is largely a myth too as any Midwestern farmer with some of the richest soil in the world will testify. It was the temperate climate with abundant mineral wealth, millions of immigrants for cheap labor, and the very fortunate circumstances of men in leadership at the beginning who were extraordinary. We should have had to try hard to make a failure of such potential.

But even on a more personal level the competition myth does not stand up well to real scrutiny. In a series of studies measuring children 5 to 10 years of age, situations were created where rewards (toys) were possible for competing children if they cooperated in manipulating the materials. American children, in general, more often reacted against their own best interests, or, as the researchers expressed it, "The American Competitive Spirit may be alive and well, but it has produced a culture whose children are systematically irrational."[3] The researchers noted that the experiments suggested that children become increasingly competitive as they grow older, i.e., it is a learned behavior pattern. "They learn to pursue personal ends

and to block opponents in conflict-of-interest situations, even when mutual assistance is required for personal goal attainment." Not only did the children in the experiments work against their own best interests but were almost sadistically rivalrous. When given a choice, American children took toys away from their peers on 78% of the trials, even when they could not keep the toys for themselves. Observing the success of their actions, some of the children gloated: "Ha! Ha! Now you won't get a toy." And they were quite willing to make sacrifices in order to reduce the rewards of their peers.

We have created, through competition, a system based on mistrust. In school the assumption is that no one learns without threats of grades, failure, being less than first, i.e., that these extrinsic factors are prime motivation for learning. Standardized achievement tests, grading curves, entrance examinations, and now "accountability" - all are intended to set one person against another, all have nothing whatsoever to do with education and are, in fact, antithetical to education. However, the whole frantic, irrational scramble to beat others is essential for the kind of institution our schools are, i.e., sorting, ranking, and labeling places. Winning and losing are what our schools are all about, not education.

In such a system the losers must predominate and be tormented by envy and self-loathing; some sort of defense must be constructed against the assualt of continued failure. It may take the common form of "turning off," non-involvement, don't-take-a-chance, keep-your-mouth-shut, or becoming a "discipline case," having a "learning problem," being "antisocial," "adjustment," or more overt behavior, e.g., physical assaults upon people and property.

Reminder: In school teachers are critics, trained in that role. All work is to be "corrected," so that for most children, all day, every day, they are being told what is wrong with them and their work. To survive 12 or more years of that sort of assualt one must develop elaborate defenses, schemes and means for survival, along with a vast reservoir of smouldering hatred, resentment, need for revenge and for evening the score. Many of our school buildings record the result of this need.

But it need not be so. I have watched hundreds of children change in a short time from mistrustful, hating, suspicious, and terribly destructive children into real children who begin to trust again, help one another, smile and laugh in school and who do not want to leave for recess, lunch, or even home. They look forward to every day. It is no miracle; it requires time, but entails nothing much more than minimizing and finally removing the sorting, ranking, and labeling role of schools. It involves stopping the failure. It means establishing a classroom where competition is not used as a motivation for learning. Kids in our society may always engage in some competition, but it is not the teacher's job to promote it, for it has nothing to do with education.

During a tour of British primary schools we had a teacher who insisted on asking the children, "Who's the smartest?" He should have know better. The children didn't know what he was talking about. They had evidently never thought about it. In several British classrooms there were retarded children. Only the teacher knew, for there was no other reason for or means of knowing, since no child was forced to perform in front of others. There were no putbacks, grades, tests, gold stars. All stories and drawings were displayed on the walls. Children were not placed in failure situations, forced to prove themselves, to read at "grade level" every week. They were not told they had exactly 15 minutes to finish this or that. Instead, they had time to develop at their own pace, in their own fashion,

with strong support from the adults and other children.

In the American school I described earlier, the destruction of other children's work was rampant, fights were frequent, and sarcastic, devastating putdowns common among the second- and third-graders with whom I worked. It required only about three weeks for the changes to emerge. The first was an end of the destruction of others' work. Later a spirit of cooperation and help began to be common. Finally there was what I look for as the real measure of success: children talking freely to every adult and stranger who walks in, leading them by the hand to see projects and explaining their activities, no longer afraid, suspicious, or turned inward. Such changed attitudes developed because we stopped comparing one child with another and stopped labeling and rank-ordering. Mistakes, "wrong answers," and pleasing the teacher were replaced with a nonjudgmental, supportive "try again" climate.

Certainly much of the opposition to open education comes from those who perceive correctly that such an educational setting will indeed produce quite different individuals, youngsters who will not expend a large portion of their energies fighting one another or beating someone. The opponents view cooperation, not competition, as a threat. After all, they say, if we are engaged in training future file clerks, waitresses, and janitors, there is a need to convince them of their inferiority, that their lesser status is their own fault, i.e., that they had a fair chance and failed. My answer is: The argument is fallacious, because the deck is stacked against certain groups and individuals from the beginning. Many people win by luck of birth or skin color. They may win because of their friends, because they break the law, because they are humble or because they are male instead of female. Or perhaps they are more beautiful, tall, slender, or nondescript. Superiority in talent or learning, as the Jencks studies show, is only one factor in success.

If we can remove the school from the noneducational role of ranking, sorting, and labeling, which is none of its business, then perhaps we can make our schools pleasant, interesting places where people come to learn. As our schools now function they are nothing more than bargain-basement personnel screening agencies for business and government which exploit the school for their own purposes. We are saving personnel departments large amounts of money that otherwise would have to be spent for on-the-job apprenticeship training. No doubt college admissions officers love the school in its present role. It saves them so much time. They simply accept or reject on the basis of class rank and grade average. No need to deal with individuals and their whole potential.

What we must do, then, is refuse to certify, i.e., to do others' dirty work, to be exploited for their purposes. In an educational institution there is no need for grading, promotion, ranking, tracking, labeling. We are not a miniature version of the larger society or a training/screening device for business and government. We are there to take over once a child's home and neighborhood environment is intellectually exhausted. We can provide the means for his/her further development with microscopes, libraries, and specialists, opening ever wider possibilities. We are then essentially in the service of the child. No one argues that at some point training for a profession is not necessary, but there is still the question of whether colleges or the professions themselves should finally certify doctors and teachers. After all, a musician is not certified by his degree; he must audition for every post.

What a tremendous burden will be removed and what a change worked when we can teach without "evaluating," when people come to us not for credit but to learn, and where the sole motivation for such learning is interest. We have that demonstrated in open classrooms everywhere. It works in that people do things because they are worth doing. The relationship between teacher and student is then what it is supposed to be: trusting, direct, humane, committed. It can be seen every day in such classrooms. Yes, it does effectively remove the teacher's power and control over students - which is something we should not have and which, again, has nothing at all to do with education.

Teachers at all levels must ask why they teach, ask if they chose teaching in order to sit in judgment, be critics, rank, sort, label; or did most teachers choose to teach in order to help and share in the development of others? Imagine Socrates strolling through the market places with his class and one day exclaiming, "Well, we've been talking about justice for about nine weeks now, and I suppose we'd better have a midterm. Let me see. I have to have a grading curve. Plato, not bad (not as good as me, of course). How about an A-? Meno, keep trying; how about a B, since that makes you second in our class with a GPA of...." Silly? Certainly, but we all do it, every day.

Footnotes

[1]Jules Henry, "In Suburban Classrooms," Radical School Reform, Ronald and Beatrice Gross, editors (New York: Simon and Schuster, 1969), p. 83.

[2]Jules Henry, Culture Against Man (New York: Random House, 1965), p. 83.

[3]Linden L. Nelson and Spencer Kagan, "Competition: The Star-Spangled Scramble," Psychology Today, September, 1972, pp. 58-91.

Activity #5: Broken Squares - Non-Verbal Problem Solving*

Purpose: to analyze some aspects of cooperation in solving a group problem.

Activity: You will be divided into small groups with 6 persons in each group. Five people in each group will be given packages containing puzzle pieces. Do not open the package until you are told to begin. Listen carefully to the directions as your leader reads them orally.

*Reproduced from The 1974 Annual Handbook for Group Facilitators, J. William Pfeiffer and John E. Jones, Editors. LaJolla, California: University Associates Publishers, Inc., 1974.

Activity #5: Broken Squares: Non-Verbal Problem Solving (45 minutes)

Goals:

I. To analyze aspects of cooperation in solving a group problem.

II. To sensitize participants to behaviors which they contribute toward or obstruct the solving of a group problem.

Group Size:

Any number of groups of six participants each. There are five participants and an observer/judge in each group.

Time Required:

Approximately forty-five minutes.

Materials:

I. A set of broken squares (prepared according to directions following) for each group of five participants.

II. One copy for each group of the Broken Squares Group Instruction Sheet.

III. One copy for each observer of the Broken Squares Observer/ Judge Instruction Sheet.

Physical Setting:

A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.

Process:

I. The facilitator begins with a discussion of the meaning of cooperation; this should lead to hypotheses about what is essential to successful group cooperation in problem-solving. The facilitator indicates that the group will conduct an experiment to test these hypotheses. Points such as the following are likely to emerge:

1. Each individual should understand the total problem.

2. Each individual should understand how he can contribute toward solving the problem.

3. Each individual should be aware of the potential contributions of other individuals

4. There is a need to recognize the problems of other individuals in order to aid them in making their maximum contribution.

5. Groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not.

II. The facilitator forms groups of five participants plus the observer/judge. These observers are each given a copy of the Broken Squares Observer/Judge Instruction Sheet. The facilitator then asks each group to distribute among its members the set of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.

III. The facilitator gives to each group a copy of the Broken Squares Group Instruction Sheet. The facilitator reads these instructions to the group, calling for questions or questioning groups about their understanding of the instruction.

IV. He then tells the group to begin work. It is important that the facilitator monitor tables during the exercise to enforce rules established in the instructions.

V. When all groups completed the task, the facilitator engages the groups in a discussion of the experience. Observations are solicited from observers/judges. The facilitator encourages the groups to relate this experience to their "backhome" situations.

Variations:

I. When one member makes a square and fails to cooperate with the remaining members, the other four can be formed into two-person subgroups to make squares of the leftover pieces. They discuss their results, and the exercise is resumed.

II. The five-person teams can be given consultation assistance by the observer/judge or by one appointed member of the team. This may be a person who has done the exercise before.

III. Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed; in this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.

IV. An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.

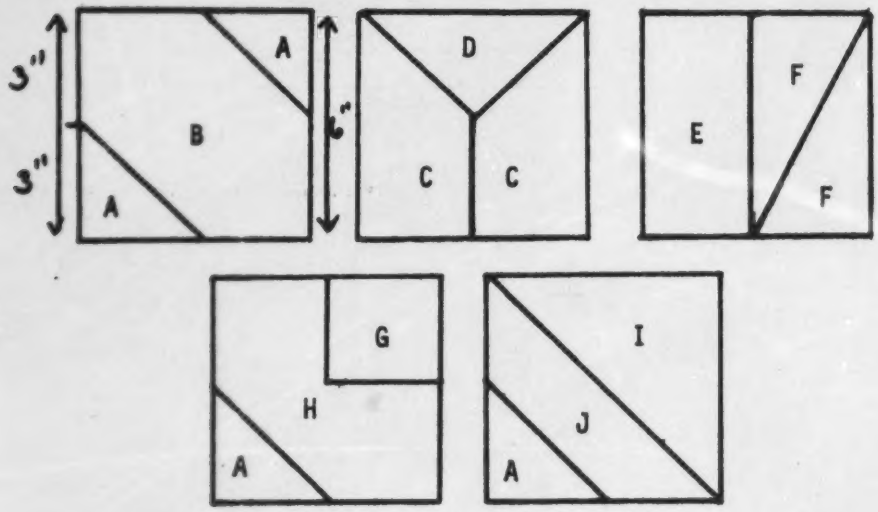
V. Members may be permitted to talk during the problem-solving, or one member may be given permission to speak.

VI. Members may be permitted to write messages to each other during the problem-solving.

DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, penciling the letters so they can be erased.



The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4 and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C: 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different color of cardboard.

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.

2. No member may ask another member for a piece or in any way signal that another person is to give him a piece. (Members may voluntarily give pieces to other members.)

BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Participants may give pieces directly to other participants but may not take pieces from other members.
3. Participants may not place their pieces into the center for others to take.
4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

As an observer, look for the following.

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish "his" puzzle and then withdraw from the group problem-solving?
3. Is there anyone who continually struggles with his pieces, yet is unwilling to give any or all of them away?
4. How many people are actively engaged in putting the pieces together?
5. What is the level of frustration and anxiety?
6. Is there any turning point at which the group begins to cooperate?
7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

The following content section may be used as a mini-lecture, the basis for open discussion, or as a handout to be read by participants during the workshop.

Accepting Responsibility

The first two conditions for establishing positive significant relationships, equality and cooperation need to be accompanied by a second condition, individual acceptance of responsibility for that relationship and a sharing between participants of the relationship responsibility.

The acceptance of responsibility is one of the most difficult things we face in our lives. An awareness and appreciation of the potential burden and threat of responsibility taking to the human condition is necessary to deal with cooperative, action-oriented programs. The major concern of many current therapy models is focused around an "assuming responsibility" departure, e.g., Reality Therapy, Rational-Emotive Therapy, Gestalt Therapy, and Transactional Analysis. Abraham Low discovered, in his treatment of mental patients, that anything sounds more hopeful and more comforting than the bleak prospect of having to undergo training in self discipline. "Even brain tumors, mental ailments and hereditary "taints" are preferable to that dreadful indictment as being a weak character and needing training in self-control" (Low, 1950, pp. 278-279). Some pain is only temporary. However, the fear of being unable to perform hits directly at one's self worth and one's inability to adequately determine his or her existence. This presents the ominous prospect of continual,

Responsibility taking is a "heavy" problem

everlasting pain. Insulation and manipulation become necessary for survival.

The threat of responsibility taking keeps us out of action, not involved, and removed from promoting the social interest. Dreikurs specified that the art of living demanded that "we mind our own business but we are our brother's keeper." Our individual freedom is made possible only through cooperative, responsibility sharing activities that will allow freedom for all.

Maintaining privilege of "doing your own thing"

Defense mechanisms and avoidance strategies serve as safeguards of self esteem. This allows an evasion of life tasks. It is always possible to collect some more or less plausible reasons to justify escape from the challenge of life. We often do not realize what we are doing. Some strategies are intended to insure against failure, exposure, or other catastrophies. The strategy may have the effect of making it impossible for the person to meet an onerous responsibility, or at least delay the "moment of truth." The person may use the strategy to disqualify himself/herself from a race he or she does not wish to run.

Most people have become familiar with basic defense mechanisms. However, we are just beginning to appreciate the subtle and complex ways people can use various strategies in "adjusting" to threatening conditions. While the ingenuity of an individual may produce unique avoidance behaviors, there are some common types that deserve attention.

Remember, these keep us from assuming responsibility for the real problem.

Insulation - keeping distance between oneself and responsibility.

1. moving backward - migraine, blushing, mild depression
2. standing still - display of inadequacy, compulsions
3. back and forth - procrastination, intellectualizing, killing time
4. constructing obstacles - psychosomatic symptoms, creating distracting problems, fears

We all display symptoms of the neurotic

Manipulation - using aggression and/or sentimentality with self and others to justify no action

1. depreciation of others - "sour grapes", point out weaknesses
2. accusation of others for imagined faults - fantasy, create confrontations
3. self accusation - guilt, undoing

These methods are safeguards through distance as described above. For example, the strategy of mild depression sometimes serves the purpose of safeguarding the person from the demands of an occupation or a life situation that requires some action the person is unwilling to take or some commitment the person is unwilling to make. By feeling guilty, an individual can keep his/her identity self-consistent and his/her actions dormant - no change or new action is needed.

Sometimes guilt has as its purpose to repair damaged self-esteem. When a person has done something believed to be wrong, feeling guilty about one's behavior is one way of appeasing the conscience and consoling oneself about still being a well-intentioned person. A 3-year-old girl was observed to sneak to the cookie jar, take out a cookie and eat it. She then slapped her hand and said, "Bad girl." Having made "retribution" she then took more cookies, repeating the self-reproach after each one.

Guilt serves a purpose

Other face-saving devices include the development of symptoms which excuse or mitigate a failure. Thus, a man who lost his job because he dropped and broke a valuable instrument developed a tremor of the hands. He reported that he lost his job because of his "shakes," not because of his incompetence. The body becomes the last outpost for safe self involvement. Notice how fatigued and sleepy we become when faced with a large or boring task.

Sabotaged Communication

Not only in our actions, but in our communications as well, the avoidance of accepting responsibility may be seen. We are educated at an early age not to venture or risk statements that might eventually be proven wrong or described as foolish. We learn how to avoid "owning" statements. Gestaltist often direct attention to these non-ownership ways of communicating. How many times during a discussion

have you heard a statement of obvious belief prefaced by "Don't you think...?" We frequently use "you" and "it" to direct ownership away from ourselves in conversations.

Owning is threatening

Following are some communication tactics that allow the individual to maintain freedom from commitment and responsibility.

1. Literalness - the rejecting of a statement made by another without opposing it openly. This device can be used to block efforts, combat views, or reject suggestions by means of literal misinterpretation of the words the helper uses.

   Parent: "I have been working on the behavior contract for several weeks and I don't see any results."

   Discouraged?

   Counselor: "you must not be discouraged."

   Parent: "I am not discouraged. But of course if no one sees progress..."

   * * *

   Counselor: "You must avoid guilt feelings."

   Parent: "I don't feel guilty. I didn't do anything wrong."

   Counselor: "You blame yourself for not having done enough for your child."

   Feel guilty?

   Parent: "This I do."

   Counselor: "Doesn't this mean feeling guilty?"

   Parent: "Guilt is a crime. I don't think I've committed a crime."

* * *

Teacher: "Yesterday Raymond said he was going to run home and tell his mother."

Counselor: "You don't have to be afraid of that." *Afraid?*

Teacher: "I am not afraid. The only thing, I wouldn't like to have a call from his mother again."

2. Discrediting - Acceptance of a statement may imply intellectual and moral inadequacy. Should the statement be fully accepted, simplicity is implied, and thus, why has there been so much stupidity. This tactic insures that the process of change does not proceed too fast or too far. A position of no obligation is maintained by using a verbal pattern of "but-knocking." But-knockers acknowledge the premise and then proceed to attach or deny its applicability to their situation. *Change is threatening*

Counselor: (Suggested corrective action)

Teacher: "It may have worked in those suburban schools but these kids are different."

3. Disparaging the Competence or Method - In this technique the defensive individual must prove to him/herself that the other person is qualified and unqualified, expert and inept, proficient and unskilled at the same time. The dilemma is solved by a simple trick: the speaker asserts explicitly one opinion but implicitly

denies that assertion by implication. For example, two parents have consulted a counselor on improving the home behavior of their child. The parents demonstrate trust by continuing visits, but, by using phrases with disparaging implications, deny the ability to be helped. "His uncle seems to know how to handle him - there must be something..." Tactics of this kind permit the parents to maintain the illusion of cooperation while at the same time disrupting or opposing the process. If the process does not work, the failure may be explained as the teacher's poor method or the consultant's incompetence; not any of the parent's responsibility.

If it doesn't work, whose fault will it be?

4. Challenging the Implication - The implication of the interpretive statement may suggest a goal that could be perceived by an individual as unrealistic or impossible to achieve. The reaction indicates skepticism and no full acceptance of a goal. Even though one accepts the basic sense of the statement, the pledge is given with reservations which find their intentions in the expression "I'll try my best." The "best" is nothing but a weak half effort, lukewarm cooperation, a disposition to give up should the first trial prove unsuccessful. To "try" means not to perform wholeheartedly. Without full acceptance of the goal, there is no all out effort or risk.

I'll try but I might fail

5. Challenging Accountability - A common rejection of pursuing further exploration is the recourse to heredity. No one, on any account, can be held responsible for a difficulty inherited from one's ancestors. "No one in our family does well in math." Accountability can be directed toward other sources:

No reason to become involved

Parent toward School: "School problems are your problems. I have my problems, and I don't bug you with them."

Counselor toward Illness: "He has been to the Mental Health Clinic and he needs to go back."

6. Emotionalism - The practice of "working oneself-up" makes it possible to channel wrath to achieve impact. The predicament is emotionalized by such items as relating endless efforts, frightful pressure and constant worry. The emotionalism may be voiced in soft, timid phrases which eventually fortify defeatism. Note how the following phrase could be emotionalized in a number of ways: "I have tried everything."

Toward creating the impossible

Non-involvement and hopelessness are the goals. Sentimentality may be evoked by appealing for sympathy and attention.

Parent: "I know I spoil him but he's all I've got left and I just can't help it."

Basic Acknowledgements

Assuming responsibility requires the will to experience discomfort. It is human and natural to want quick relief; to be impatient with irksome obligations to others; to hate the discomfort of laborious untiring practice; to want to give way to temper; to indulge in self pity, to complain and to work oneself up.

If it were comfortable we would have done it

Assuming responsibility requires a social interest. Genuine feelings for change tend to produce plans and actions designed to remedy a situation outside the person who experiences the affects. Emotionalism and sentimentalism have the opposite effect of turning the attention of the affected person inside, to one's own inner experiences, anxieties and anticipations. The resulting difference is one between group-centered interests and self-centered individualism.

The egocentric person does not act

Assuming responsibility requires the commitment to long range goals. Long range goals require greater amounts of time and tax the patience, endurance and determination of an individual. Short range goals tend to be less demanding and exacting; require less time and effort; and have minimal risk for failure. The thought that you neglected the education of your child or that you have spent your life being a poor teacher is a serious concern compared to a comment about a poorly mowed lawn. Long range goals often demand steady concentration, patient application, and strained attention. There is little time for relaxation and in most instances, not an opportunity to start over.

The big things tend to be long term

Helplessness is not Hopelessness

One who feels helpless will generate emotions of frustration - fear, anger, despair, envy, indignation and disgust. The result will be hopelessness unless responsibilities are shared.

1. Feelings of helplessness can be understood and used as a basis for action.
2. Expressions of hopelessness must be redirected toward a willingness to participate.
3. We must be able to describe how the sharing of responsibility can be accomplished.
4. We must provide evidence of commitment of time, effort, and self worth.
5. We must manage the size of step of the intervention/facilitation program in a manner to assure motivation and perseverance.

Some "guide-lines"

Sharing Responsibilities

Effective, interpersonal relationships require not only accepting one's own responsibility but participation, involvement, and sharing of the responsibility for the relationship with others. This is especially true but often ignored in the school setting.

The teacher or counselor is in a vulnerable position because parents expect schools to operate almost the same way as schools operated when the parents were students. However, society and educational technology are changing, but little is done to inform parents about new goals in education or new ways of teaching. Because everyone is a critic and expert on education, schools need to adopt new ways of communicating with their critics. Parents need to become involved in the decision making process through advisory committees and volunteer programs.

Students also have expectations of the teachers based upon earlier school experience. Although students expect the teacher to be responsible for their learning, the teacher is actually responsible for structuring a learning climate in which the student is responsible for learning. A part of the structuring of the learning climate is the maintenance of basic order. Basic order is not a matter of quiet children sitting in straight rows. Order includes open and direct communication so that responsibility is understood. Order is knowing

What is order?

You may want to write the following brief outline on the board for clarification of the information being presented in this situation.

SHARING RESPONSIBILITY

ORDER IS.....?

RESPONSIBILITY IS LEARNED BY.....?

RESPONSIBILITY IS AVOIDED BY.....?

the conditions for participation in the group. Order is having the objectives clearly understood and knowing what resources are available.

Teachers can use natural and logical consequences to establish and maintain order. Teachers, like parents, have tended to protect students from the consequences of not learning. We have been concerned with fairness rather than order. One often hears teachers talk about students as they relate to one another and, because of perceived cruelty, justify interference in natural and logical interpersonal relations. This denies students the opportunity to be responsible.

Values are a part of interpersonal relations and value differences are a consideration in improving interpersonal relationships. Predominant parent and teacher values traditionally center on control and superiority. Predominant student values center on comfort and pleasing. A realignment of values is necessary if interpersonal relations of teachers and students are to be improved.

Control does not foster responsibility

Handout #2

SABOTAGE TECHNIQUES USED BY PARENTS

Parental criticism may be aimed at the school, or the teacher. They may also excuse their child's behavior by blaming inherited characteristics, themselves or other influences. In essence, parents are saying that their child is not responsible for his behavior. Someone or something else is causing him to behave this way. To absolve themselves of responsibility, parents may use various techniques which we will review.

Aimed at the School

1. School is nothing but a playground these days. In my days there was no nonsense. We had to study, and we did. I don't know if this is the new system that children play so much in school or if the teachers just like to make it easier for themselves.

2. I can't understand why parents are called to school so often these days. School problems are your problems. I have my own problems, and I don't bother you with them.

3. My child isn't used to frustrations. At home, we allow him to do what he wants to do. Why shouldn't he have all the freedom in his own home? Then at school, it is required that he do certain things at a certain time. He is restricted, and he becomes disturbed. He is used to being his own boss.

4. I can't understand why she has trouble reading and spelling at school when she does so well at home. She reads for me, and I give her spelling words, and she has no trouble at all.

5. I can't understand why Anne should have so much trouble at school. None of my other children had any trouble. After all, they were brought up exactly in the same way and in the same family.

6. He doesn't do it at home. I don't know why he should do anything like that at school.

7. Is that all the children do--art work?

8. On telling a parent that their child was not ready for the formality of reading and it would be better for him to repeat kindergarten: "If you think my child is so dumb and don't want him in your school--I'll take him someplace else."

Aimed at the Teacher

1. If you ask me, you are using too much "psychology." I don't believe in all of this nonsense. Why should my child feel insecure? He gets everything he wants. He has a good home.

2. What do you mean, "She is insecure?" You should see her jump off the diving board and ride her bike without holding on. She is not afraid of anything.

3. If you have problems with my child, it is your business to know what to do. That's what you are trained for, and for that you are getting paid. I don't see why we parents have to help the teacher.

4. John is a sensitive child. You can't treat him like you treat any other child. I don't mean that he should get special treatment, but you know what I mean. He is different.

5. I think that you just don't like my daughter. I must speak to the principal about it immediately. I want her out of your class.

6. Jimmy never had any trouble in school until he came to you.

7. Teachers try to take out their frustrations on kids. This is nothing new. Any little thing they do becomes a big problem. John is a normal boy, the way I like a boy to be. A good fight now and then is good for him. It makes no difference who is at fault or who started it. Let him have his fight.

8. I had no idea that Sally was so bad at school. This is the first time I have heard of it. If the records say that she was a problem in other classes, I know nothing about it.

9. I thought that when he gets to you, you will straighten him out. Guess I was wrong about that.

10. I know exactly when his troubles started. In eighth grade, he had a very bad math teacher. He had no trouble until he had him.

11. That isn't what he told me.

12. After telling a parent the child's score or rank on an achievement test: I thought you would have done a better job teaching her what she was supposed to know.

13. You don't need to call me again and tell me what my child isn't doing. I'm sending her to school--you teach her.

Aimed at Non-Involvement

1. I'm sorry to hear that my Jimmy causes so much trouble. Maybe we ought to put him in a private school.

2. Why don't you shame him in front of the entire class? Embarrass him in front of everybody, and this may teach him a lesson.

3. Why don't you use the good old paddle. It never hurt me any, and it will do my boy some good. Believe me, we couldn't stand it if we didn't paddly him when he deserves it.

4. I'm a very busy man, and can stay only a few minutes. Now, what can I do for you? Well, I leave the upbringing of the children to their mother. This is a mother's job. Why don't you get in touch with my wife and have her come to see you.

5. I tried everything. I promised to give her the car one night for every good grade on her report card. She promises everything, but she never keeps her promise. We don't know what to do any more.

6. I wish I had a dime for every time I was called to school. When you call, I get so upset, I start shaking.

7. I hate to say this about my own child, but I'm afraid he is no good. I am not one of those mothers who try to fool themselves, and who shut their eyes to the truth. My husband and I have tried everything. We tried giving him much love, and it didn't do any good. We tried punishing him. Nothing worked.

8. Wait until I get home. I'll skin him alive. No child of mine is going to behave that way.

9. She is not a bad girl at home. My only trouble with her is that she wants to be like me. She wants to stay home, take care of her baby and cook.

10. I am afraid, I cannot help you. His father pampers him to death. He makes a real sissy out of him. If I say "no" he runs to his father crying, and he lets him have his way.

11. I know I spoil him but he's all I've got left and I just can't help it.

12. He is "strong-willed" just like I was and my folks didn't know what to do with me.

Using Inheritance

1. I'm afraid he takes after me. I never could stop talking in class. Don't you think that he might have inherited this from me? As a matter of fact, my mother told me that she had the same trouble herself.

2. I must admit, I never was much of a reader myself. I hardly ever read anything but a newspaper or a magazine. My husband isn't much of a reader either. But, I insist that my children read every day.

3. Do you think his thinness may have something to do with his listlessness? He is such a bad eater. He hardly eats at all. How can he have the energy to concentrate on his work?

4. I spoke to our doctor about Jane's trouble in school. He told me not to worry: that Jane will outgrow this stage. Frankly, I was a devil myself at her age, and I came out all right.

5. Don't you believe that some children are born with a bad streak in them? I honestly think my Judy was bad from the day she was born. We had no trouble with the other children, but we always had trouble with her.

6. He is very much like his father. He inherited his father's stubborness and other traits which are not especially praiseworthy.

7. When the teacher insisted that the child answer the daily roll call--Parent reply: None of my other children ever talked and they know how now.

Aimed at Others

1. The children in this neighborhood are a bad influence on Bobby. You know, this neighborhood isn't what it used to be. Some very undesirable people moved in. We try to keep Bobby away from other children, but he learned a lot of bad things from them anyway.

2. Maybe if you moved his seat away from Tommy. We never did like this boy, and we're sure that he has a bad influence on our boy.

3. Cathy is lazy. She is the laziest thing at home. I can talk myself hoarse and she won't do a thing. I know what you are up against.

Handout #3

COPING WITH PARENTAL RESISTANCE IN THE RESPONSIBILITY SHARING PROCESS

1. Empathize with parental feelings of frustration and hopelessness.
2. Avoid discussion of blame or "cause."
3. Stress the need for the school and home to share responsibility in any future intervention plan.
4. Explain why the child needs to take responsibility for personal behavior.
5. Focus on the child's responsibility taking needs and related avoidance behavior.
6. Be prepared to disclose feelings of frustration if avoidance of responsibility sharing persists.
7. May be necessary to confront: e.g., "If nothing is done to help your child there is good odds that he/she will

   _____

   _____."
8. Allow the parent to leave with an alternative of returning in a dignified and at ease manner.

Activity #6: Helping Parents Share Responsibilities

Purpose: to gain experience in recognizing and responding to sabotage techniques.

Activity:

1. Form small groups of 4 or 5 members.
2. Select a parent statement from the sabotage techniques.aimed at the school (Handout #2)
   a. One member should read the statement to his/her small group as if he/she is the parent.
   b. As a group, talk about the feelings and/or frustrations that are being expressed by the parent.
   c. Develop responses to the parent statement that would facilitate parent awareness of feelings and functions. (You may want to refer to Handout #3: "Coping with Parental Resistance.")
   d. Evaluate your responses in terms of equality, mutual respect, and shared responsibility.
3. Repeat these steps, using parent sabotage statements from the remaining categories.
4. As a total group, share and discuss what you personally learned from this experience.

Activity #6: Helping Parents Share Responsibilities (30 minutes)

Move quietly around the room and check to see that groups do not become stalemated. Encourage honesty and constructiveness in evaluating responses. Act as a facilitator in the final discussion of this learning experience, keeping group members on task.

Activity #7: Helping Educators Share Responsibilities

Purpose: to become aware of sabotage techniques used by educators and to develop communication skills to facilitate shared responsibility.

Activity:

1. Brainstorm a list of "Sabotage Techniques Used by Teachers, Counselors and Administrators."
2. Repeat steps #2 a, b, c, d and #4 of Activity #6.

Activity #7: Helping Educators Share Responsibilities (30 minutes)

1. Have the total group develop a list of "Sabotage Techniques Used by Teachers, Counselors and Administrators" (companion to "Sabotage Techniques Used by Parents"). (Limit to 15 minutes.)
2. Tell participants to repeat the steps used in the previous exercise "Helping Parents Share Responsibility."

Note: You should introduce this exercise by pointing out that we as educators likewise employ sabotage techniques, and we need to become aware of our practices and develop communication skills to facilitate shared responsibility.

Handout #4

ORGANIZING CLASS MEETINGS

Purposes of Class Meetings

1. Allows students to experience Glasser's three components of academic success.
   - involvement
   - relevance
   - thinking

2. Provides success experience. No one in class can fail because in a class meeting there is no right or wrong answer.

3. Allows the more and less capable students in a class to interact on an equal basis.

4. Promotes cohesiveness of class.

5. Solves many classroom problems.

Physical Aspect of Class Meetings

1. Need ground rules for conducting meetings.
   - get the group into a closed circle in the classroom, teacher and students.
   - work on an idea which has no right or wrong answer; not a factual or simple answer; open ended subject.
   - attempt to solve the individual and group educational problems of the class and the school--to solve the problems of living in their school world.
   - all problems relative to the class as a group and to any individual in the class are eligible for discussion.
   - discussion itself should always be directed toward solving the problem; the solution should never include punishment or fault finding.
   - meeting held just prior to a natural class break--lunch, recess, etc.

2. Meeting time should be consistent.
   - Elementary school--at least once a day.
   - High school--perhaps two or three times a week.
   - Length of individual meeting would vary according to grade level of participants.

Three Types of Meetings

1. Social-Problem Solving Meeting
   - Concerned with student's social behavior in school; i.e., the seniors are particularly noisy during their free study period. This disturbs other students and teachers. How can this be handled?
   - All problems relative to the class as a group and to any individual in the class are eligible for discussion.
   - The discussion itself should always be directed to solving the problem; the solution should never include punishment or fault-finding.

2. Open-Ended Meetings
   - Concerned with intellectually important subjects. Students are asked to discuss any thought-provoking questions related to their lives; i.e., What would you buy if you had a thousand dollars?
   - Type of meeting which should be used most often, even where behavior problems are most prevalent. The more it's used, the more it's applicable.

3. Educational-Diagnostic Meetings
   - Always directly related to what class is studying; i.e., the class is disappointed that after studying the American Revolution, the students still didn't feel they understood the dimensions of it.
   - Can be used by the teacher for a quick evaluation of whether teaching procedures in the class are effective.

Handout #5

CONDUCTING CLASS MEETINGS

Getting Meetings Started

1. Glasser's educational philosophy should be discussed and understood by the school faculty.

2. Some faculty member, preferably one who has had some experience in conducting class meetings, should demonstrate meetings to individual members and to the whole faculty.

3. The large-circle seating arrangement has been proven to be most effective in stimulating communication.

4. Teacher should sit in a different place in the circle each day; and he/she should make a systematic effort to arrange the students so that the meeting will be most productive. Visitors to meetings are welcome.

5. In learning to conduct meetings, teachers might team, either as observers or co-leaders.

6. Subjects for open-ended discussion may be introduced by the teacher, as he/she sees fit, or by the class.

7. Meeting duration should depend upon the age and meeting experience of the class.
   - Primary students may find it difficult to maintain attention for more than 15 minutes, but the time might be increased to 30 minutes.
   - 30 minutes is a good meeting time for intermediates and higher grades.
   - Probably better to hold meetings to a specific duration than to allow them to vary in time from day to day.
   - Teachers should be allowed to cut off a meeting.
   - Meetings should be held before a natural cutoff such as lunch or recess.
   - Meetings should be regularly scheduled and consistent: daily if possible but at least once a week.

8. Children seem to respond best if they are given an opportunity to raise their hands. May be possible to run meetings in which children politely wait their turn to talk, but this is a difficult goal to accomplish. Older students should be allowed to speak without what to them seems childish hand raising.

9. A teacher should never interrupt a student to correct bad grammar, bad usage, or mild profanity. Teacher may intervene when student goes on endlessly and is boring class.

10. Students may become very personal. Teacher should accept these comments, but may ask student to discuss something else if she/he starts talking of drunken brawls, etc.

Keeping Class Meetings Going

1. Teacher should feel program is of value.

2. Teacher should be enthusiastic.

3. Teacher should not become discouraged if meetings are not good every day.

4. Topics must be relevant, interesting, and thought-provoking.
   - Specific questions draw more response than general ones.
   - Teacher must be prepared to follow up questions and discussions. Besides one topic, he/she needs additional questions to keep meeting going.
   - Topics may come from class or from teacher.

ACTIVITY # 8: CLASSIFYING CLASS MEETINGS

Purpose: to practice identifying appropriate class meeting types for various situations.

Activity: Using Handouts #4 & #5, determine the type of class meeting you would use to best deal with each of the 5 situations listed on this activity sheet.

		Type
1.	Mrs. Stevens is concerned because many of the class members did not understand the concept of gravity.	1.
2.	Some members of the class want to elect officers for the year.	2.
3.	John posed the problem of integration in the public schools; specifically busing.	3.
4.	Mrs. Stevens asked the class what they thought about making study hall a more profitable time.	4.
5.	Cindy and many of the girls are displeased because they could not participate in a basketball program after school.	5.

Activity # 8 Classifying Class Meetings

1. Tell participants to read the directions for this activity and clarify any procedural questions they may have about the activity.
2. This is an individual activity and should be completed in about 10 minutes. Do not allow the activity to drag.
3. Lead a discussion of participant responses.

Handout #6

GENERATING TOPICS

Instructions: Given each of the following types of class meetings, originate at least three topics for each that would be applicable classroom situations.

1. Social-Problem Solving Meeting

2. Open-Ended Meeting

3. Educational-Diagnostic Meeting

Handout #6

GENERATING TOPICS

This is an example of an activity that could be part of a staff development effort related to incorporating class meetings as a part of career guidance strategies. Have each participant complete it individually.

Activity #9: Class Meeting Plan

Purpose: to identify situations appropriate for each class meeting type and to practice planning a complete class meeting.

Activity:

1. Complete Handout #6, as instructed by your leader.
2. Choose one of the topics you generated in Handout #6 and plan your first class meeting. Give attention to where, when, how and who will attend.

Activity #9: Class Meeting Plan

1. After participants have read the instructions for this activity, answer any procedural questions they may have. Encourage participants to work individually and to be creative.
2. Allow brief discussion of the final products if participants wish.

DEVELOPING SIGNIFICANT RELATIONSHIPS IN THE SCHOOL

Introduction

The purpose of this section is to provide the career guidance team with staff development and consultative skills designed to foster the development of significant relationships in school. In order for systematic development of significant relationships to occur in school, teachers and other school personnel need to acquire a basic understanding of behavior, and to develop skills for correcting misbehavior and promoting means for student involvement and participation directed toward improved social interest.

The section is divided into two parts: 1) Understanding Behavior, and 2) Methods for Improving Relationships. Each part included a presentation of content materials followed by handout resources and knowledge and skill development activities.

Understanding Behavior

Have you ever thought of interpersonal relations as being purposeful and problems in relating with others as being goal directed? What does the shy, nonverbal person achieve? What can be the goal of a temper tantrun or of a lunchroom food fight? We are so inclined to think of behavior as caused by antecedents that we overlook goals or intended purposes of behavior. Our explanation of problem behavior is usually directed toward outside sources. A child is shy because he/she is frightened or deprived of learning opportunities. Or, a student gets into fights because he/she is provoked by somebody.

Purposive behavior

An alternate approach is to identify the goal of the relationship. All problems in interpersonal relationships can be explained in terms of four mistaken goals. These mistaken goals represent degrees of discouragement. A person seeks to find one's place in the group (family or classroom) and to be significant. Failing to achieve this basic condition results in discouragement, and the person further strives to fit in by (a) seeking attention, (b) being the boss or in power, (c) getting even or revenge, or (d) being helpless or inadequate. Study the charts that depict the mistaken goals of problem behavior (Handouts #7, 8, 9).

People also seek attention by active or passive destructive means.

Consider the child that seeks an answer to a question just when the teacher is most busy, that seeks help with a task that he or she knows how to do, or that fails to turn in homework. These children also get attention. The teacher feels annoyed and may seek to correct the behavior by coaxing, reminding, or yielding to the child's demands for "time." The child's behavior will improve temporarily but the child will soon seek more attention. The child's perception of self is that one counts only when being served, when teacher is attending to one, or when one is in the class spotlight. More appropriate corrective measures might be to ignore, to answer in an unexpected manner, or to give attention at a more appropriate time.

Only temporarily satisfied

The more discouraged child who seeks power will be active or passive with the end product almost always destructive. Temper tantrums are an active show of power while the shoulder shrugs with "I don't know!" are a passive display of power. Certainly nobody can make a child not have a temper tantrum, nor can one make a child know the answer. Teacher feels anger, challenge, and the need to assert control. Effort to correct will probably result in an intensification of the negative behavior as both parties want to win. Relationships are well on the way to further deterioration, and the best way to cope may be to withdraw from the struggle, to act without speaking (for words may become an angry lecture), or to redirect the

I'll show you...

person's efforts and establish equality. In establishing equality you acknowledge the rights of the other person without abdicating your own rights when you acknowledge that you don't have to win and the other person doesn't have to lose. Equality means balancing right and responsibilities. The other person is responsible not for your behavior but for his/her own. Problems in interpersonal relationships often occur when one person tries to take the responsibility for another person's behavior. Denying a person the opportunity to be responsible for self is disrespectful and leads to further discouragement.

Dependency

Revenge is more destructive and may be passive or active. Vandalism, vulgar language, telling embarrassing stories, making vengeful comments, becoming pregnant, using drugs, or breaking prized possessions are all possible ways of getting even. These same acts may have as their goal attention or power. The feeling of the significant other in such incidences helps to identify the goal. If the goal is revenge the teacher or parent will feel hurt: "How could you do this to me?" The child seeks to get even and will intensify behavior until he or she feels like a winner. These individuals feel that they cannot be liked or have power, but will count if they can hurt others like they themself have been hurt. Corrective measure requires that order be maintained while avoiding retaliation. Extricate yourself and then set about winning the student through encouragement.

Hurtful

The height of discouragement may be found in people who see themselves as inadequate, and respond with extreme passivity, defying all attempts to involve them in classroom activity. The teacher feels helpless and despairing. The teacher has given up and offers no reprimand, because that teacher feels there is no use trying, while the child feels "If I don't try I can't fail." The only antidote for this level of discouragement is to provide basic encouragement.

Despair

You may want to write the following brief outline on the board for clarification of concepts being presented in this section of the package.

GOALS OF MISBEHAVIOR

ATTENTION GETTING

POWER

REVENGE

DISPLAY OF INADEQUACY

Increased Social Interest ⟵ ⟶ Diminished Social Interests

USEFUL		USELESS		GOAL
Active Constructive	Passive Constructive	Active Destructive	Passive Destructive	
"success" cute remarks excellence for praise and recognition performing for attention stunts for attention being especially good " " industrious " " reliable (may seem to be "ideal" student, but goal is self-elevation, not cooperation.)	"charm" excess pleasantness "model" child bright sayings exaggerated conscientiousness excess charm "southern belle" (often are "teacher's pets")	"nuisance" the show off the clown obtrusiveness walking question mark "enfant terrible" instability acts "tough" makes minor mischief	"laziness" bashfulness lack of ability instability lack of stamina fearfulness speech impediments untidiness self-indulgence frivolity anxiety eating difficulties performance deficiencies	I. ATTENTION GETTING (ACM) Seeks proof of his approval or status (almost universal in preschool children). Will cease when reprimanded or given attention. Adult: Is delighted by constructive ACM, helps, reminds, coaxes child. Is kept busy. "Feels annoyed"
		a "rebel" argues contradicts continues forbidden acts temper tantrums masturbation untruthfulness dawdling	"stubborn" laziness stubborness disobedience forgetting	II. POWER Similar to attention getting, but more intense. Reprimand intensifies misbehavior. Adult: "You can't get away with this!"
		"vicious" stealing bed-wetting violent and brutal (leader of juvenile delinquent gangs)	"violent passivity" sullen and defiant	III. REVENGE Does things to hurt, makes self hated, retaliates. Adult feels deeply hurt and outraged, dislikes child.
			"hopeless" stupidity indolence inaptitude (pseudo feeble minded)	IV. DISPLAY OF INADEQUACY Assumes real or imagined deficience to safeguard prestige. Adult: "I give up!"

QUALITIES FOR SOCIAL INTEREST:

Respects rights of others
Is tolerant of others
Is interested in others
Cooperates with others
Encourages others
Is courageous
Has a true sense of own worth
Has a feeling of belonging
Has socially acceptable goals
Puts forth genuine effort
Willing to share rather than "How much can I get?"
"We" rather than "I"

69

108

(An adaptation of charts by Dr. Dreikurs and M. L. Bullard)

109

Handout #8

GOAL RECOGNITION

Goal of Misbehavior	What Child is Saying	Special Characteristics
Attention (Keep busy, involved)	I only count when I am noticed or served; I need attention to prove my worth.	If goal is AG, behavior will cease when reprimanded or noticed; continuation implies stronger goal. Maladjustment may evolve when praise and recognition cannot be attained.
Power (Boss/defeat others)	I only count when I am dominating; if you don't let me do what I want you don't love me.	More intense than AG; reprimands intensify behavior; no interrelationship too trivial for challenging
Revenge (Counter hurt/vengeance)	I can't be liked. I don't have power, but I'll count if I can hurt others as I feel hurt by life--I will get even.	May occur only at certain times or in specific situations; becomes generalized with increased hostility. Being disliked serves to attain a social position.
Inadequacy (Appear disabled)	I can't do anything right so I won't try to do anything at all; I am no good so leave me alone so no one will know how stupid I am.	Has given up. Assumes real or imagined deficiency as a means to safeguard self worth or prestige.

Handout #9

FLOW CHART OF PURPOSIVE BEHAVIOR

Goal of Misbehavior	A What child does	B What teacher/parent does and feels	C What the child does as consequence of B
Attention	Active and passive activities that may appear constructive or destructive.	Annoyed, wants to remind, coax, delighted with "good" child	Temporarily stops disturbing action when given attention
Power	Only destructive active and passive activities	Provoked, angry, generally wants power challenged: "I'll make him do it." "You can't get away with it."	Intensifies action when reprimanded. Child wants to win, be boss.
Revenge	More severe active and passive activities	Hurt, mad: "How could he do this to me?"	Wants to get even. Makes self disliked. Intensifies action in a hurtful fashion.
Inadequacy	Passive activities that defy involvement	Despair, "I give up."	No reprimand, therefore, no reaction. Feels there is no use to try; passive.

ACTIVITY #10: GOAL RECOGNITION

Purpose: to provide participants with practice recognizing various goals from descriptive statements.

Activity:

1. Each participant should fill out the two multiple choice instruments listed below: (allow 10 minutes)

   Goal Recognition -

   a. Descriptive Characteristics (Handout #10)

   Goal Recognition -

   b. Teacher Responses (Handout #11)

2. By counting off, form two groups A & B.

   a. Leader: You may want to designate a recorder-reporter for each group who will be responsible for reporting feedback from his/her group.

   b. Group A should go over their responses to GR - Descriptive Characteristics and agree upon best answers.

   c. Group B should go over their responses to GR - Teacher Responses and agree upon best answers.

3. Groups A & B combine and share and discuss answers.

Activity #10 Goal Recognition (40 minutes)

1. Limit 2a to 15 minutes time.
2. Limit 2b to 15 minutes time.
3. Facilitate the sharing and discussion session which follows this activity.

Handout #10

GOAL RECOGNITION: DESCRIPTIVE CHARACTERISTICS

Possible goals for misbehavior:

Attention Getting	(AG)
Power	(P)
Revenge	(R)
Display of Inadequacy	(DI)

1. ____ "Vicious" does violent act, may be brutal with other's bodies and feelings.
2. ____ Rebels, argues, and contradicts, may be openly disobedient, refuses to do work.
3. ____ Excessive pleasantness and charm.
4. ____ Described as lazy. Acts clumsy and appears to be inept.
5. ____ Cute remarks just to impress others.
6. ____ "The brat" makes minor mischief.
7. ____ The aggressor, fights with children in class, bullies others, destroys other people's property or refuses to respect the rights of others.
8. ____ Hopeless, helpless, indolent, suffers from an inferiority complex.
9. ____ The "model" child repeats bright little sayings, often not too original.
10. ____ Exhibits extreme stubborness in a withdrawn, maybe slovenly manner.
11. ____ "The Goodie Two-Shoes type" is often the teacher's pet.
12. ____ Performs for attention.
13. ____ Steals, shoplifts.
14. ____ Talks out of turn, won't raise hand during class discussions, blurts out answers which may have nothing to do with the question.
15. ____ May appear to lack ability, shows lack of stamina, is untidy, shows fearfulness, bashfulness, appears anxious and frivolous.
16. ____ Exaggerates conscientiousness, will often appear to work very diligently but gets little of significance accomplished.
17. ____ This child behaves in ways to show off, is likely to be the class clown--the "nuisance."
18. ____ This child is sullen, and defiant.
19. ____ Truant from school (may become the leader of a juvenile gang)
20. ____ Succeeds in getting others to serve him/her.

Handout #11

GOAL RECOGNITION: TEACHER RESPONSES

Possible goals for misbehavior:
- Attention Getting (AG)
- Power (P)
- Revenge (R)
- Display of Inadequacy (DI)

1. ____ Teacher: When Sue refused to wash off the top of her desk I just felt like I had to show her who was boss.

2. ____ Teacher: It seems that when ever I go over to answer Willie's questions he all of a sudden becomes a real idiot. He can't function or he won't function. It's a real battle and I just wish I did not have to attent to him.

3. ____ Teacher: Missy is always coming up to my desk with her work which is completely done and correct and she wants me to check it over for mistakes. When I tell her it's OK she still stands around the desk and asks me to see if she made her "e" correctly. I tell her she made her e's correctly and then I have to tell her to go to her seat! She just bugs me with that kind of stuff.

4. ____ Teacher: Clay just kept pushing me and pushing me. He would talk out of turn and I told him to be quiet. Then he would talk out of turn louder and I told him to stand out in the hall, but he refused to leave the room. I felt like ringing his neck. He can't get away with that in my classroom. So I pushed him out of the classroom and literally carried him down to the office screaming and kicking all the way!

5. ____ Teacher: Byron wants me to help him with his math problems, but every time I help him he seems to forget how to do the simplist problems and I end up doing all the work for him. When I refuse to do the problems for him he gets upset and quits work at the slightest problem he encounters. I have even talked with the school psychologist and made Byron's math problems easier according to his suggestions, but Byron even gives up on those. I feel at a loss, I don't know what to do or try next. I even feel like giving up at times and not bothering with him.

6. ____ Teacher: Julie does her chores and school work without any problem but she asks all sorts of questions which have little or nothing to do with the task at hand. She always tries to answer the questions I ask and for the most part when she does answer a question she is right. She does ask too many questions and when I answer one of her questions she always has another question. I sure wish she would just keep her mouth shut for a little while and give the other children a chance to ask questions.

Activity #11: Incidents of Mistaken Goals

1. Form small groups (4 or 5 members) for this activity.

2. One member of each group should read Incident #1 to the group.

Incident #1

Rotate the responsibility for reading the statements.

A parent calls the school counselor and asks "How can you stand to have my daughter in school?" Having observed no problem behavior in school the counselor inquires, "Why, what has happened?" Mother tells with strong feeling that the girl has deliberately broken several pieces of good china and cut the curtains.

Mother felt anger.

What mother said to the daughter or did is unknown. What daughter did next is unknown.

What do you think was the goal of daughter's behavior? Why? What do you think was the goal of mother's behavior? Why?

3. As a group, discuss the incident and identify possible mistaken goal(s). Use the goal charts to help you.

4. Proceed to Incidents #2 and #3, treating them in a like manner.

Incident #2

A child is shoping with mother at the local supermarket and has established a usual pattern of being "lost" when mother is ready to check out and leave. Mother feels annoyed and asks the cashier to page Chuck on the loudspeaker. "Will Charles please report to the front entrance." Charles walked swiftly but nonchalantly to the front door of the store. Mother said nothing and Chuck later recounted, "I didn't look around or say anything, I didn't want the other people to know who I was."

Incident #3

A 9th grade algebra student is constantly asking the teacher, "Is this problem right, is this the right answer?" After completing each increment of work or problem the student seeks the teacher's approval. The teacher was initially annoyed and would say "Yes, that is right." As the behavior continues and even becomes more frequent the teacher is becoming angry. The teacher says the student is really no problem but "I am sick and tired of him asking so many questions."

5. Next on 4" x 6" cards each group member will write the description of an incident in which they were involved or observed. Be sure to include (1) What did the child do? (2) What did a significant other do? (3) How the significant other feels? Each group member will in turn read the incident in the small groups. Members of the group will suggest possible goals.

6. Participants return to total group.

Activity #11: Incidents of Mistaken Goals (45 minutes)

When participants return to the total group, ask for and list an example of each of the four goals of misbehavior.

Ask participants to read "Methods for Improving Problem Relationships" and to become familiar with Handout #12. Lead a brief discussion and move directly to the next section. After participants have read "Methods of Encouragement" ask them to become familiar with Handouts #13, 14 and 15.

This section ends with Activity 12, which is an application of the concepts presented in this material.

Methods For Improving Problem Relationships

Responding to Misbehavior

The type and effectiveness of any intervention to improve interpersonal relations will be influenced by the misbehaving person's goal. If the goal of the misbehaving person is attention, several interventions may work including ignoring, doing the unexpected, using natural or logical consequences, and giving attention at a more appropriate time. Take the example of a student who seeks constant attention by inquiring about the correctness of each part of an assignment. This behavior could be annoying to the teacher, would certainly be regarded as strange by students, and would probably lead to damaged interpersonal relations with teacher and peers.

If the teacher feels annoyed, chanced are the goal is attention. The teacher ignores the questions and the student may stop asking. The teacher may do the unexpected by suggesting that the students discontinue working on the assignment temporarily and help with something else. As soon as the students make an effort without seeking approval, the teacher can give appropriate attention. The natural consequence of such behavior would be prolonged time devoted to complete the assignment with the logical consequence that the student could not participate in the next activity until the previous assignment had been completed. None of the intervention

Goal? Just check your feelings

strategies require a punitive attitude. Logical consequences can become punitive, depending on the attitude with which they are used. The teacher may give a lecture, "Because you wasted your time and are not finished you cannot go on break," in which case the consequence becomes a punishment, interpersonal relations are damaged and the correcting effect becomes lost.

Given the same situation, if the student goal is to show teacher whose boss, the teacher will feel angry, and corrective efforts will result in increasingly disruptive behavior. Teacher will be drawn into a power struggle in which one solution calls for extricating self emotionally if not physically. The teacher decides in effect "I'm just not going to argue about it now." While it is often not an option for classroom teachers, leaving the room would be even more effective. Remembering that the person who seeks approval is discouraged and probably completing the task with perfection, a delegation of responsibility might be appropriate: "Yes, that is correct, will you help (student name) who seems to be having trouble?"

Goal recognition is the first step

It is impossible to cook book corrective measures but recognizing that behavior is goal directed and identifying the mistaken goals of problem behavior will help make you an effective agent for facilitating improved interpersonal relationships. (See Handout #12: Strategies for Developing More Appropriate Behaviors.)

Handout #12

STRATEGIES FOR DEVELOPING MORE APPROPRIATE BEHAVIORS

Mistaken Goals	Reactions	Verbal Interpretations
Attention Getting	Give attention when student is not making a bid for it. Ignore the misbehaving student. Be firm. Realize that punishing, rewarding, coaxing, scolding and giving service are attention.	"Could it be that you want me to notice you?" "Could it be that you want me to do special things for you?" "...keep my busy with you?"
Power	Withdraw from the conflict. "Take your sail out of his wind." Recognize and admit that the student has power. Appeal for child's help, enlist his cooperation, give him responsibility.	"Could it be that you want to show me that you can do what you want and no one can stop you?" "Could it be that you want to be the boss?" "...get me to do waht you want?"
Revenge	Avoid punishment. Win the person. Try to convince her/him that she/he is liked. Do not become hurt. Enlist a "buddy" for the student. Use group encouragement.	"Could it be that you want to hurt me and/or the children?" "Could it be that you want to get even?"
Display of Inadequacy	Avoid discouragement yourself. Don't give up. Show faith in student. Lots of encouragement. Use constructive approach.	"Could it be that you want to be left alone?" "...you feel stupid and don't want people to know?"

*All questions must be asked in a friendly non-judgmental way and <u>not</u> at times of conflict.

Methods of Encouragement

A variety of corrective measures are useful when trying to correct mistaken goals and thereby improve interpersonal relations. These include ignoring, doing the unexpected, giving attention for appropriate rather than inappropriate behavior, using natural consequences or logical consequences, extricating self, and giving responsibility; but the one technique that can be suggested in all cases of discouragement is to provide encouragement. This may sound like oversimplification but let's explore methods of encouragement.

Many of the things that we do in the name of encouragement add to the problem rather than provide a solution and the tragedy is that we think we are encouraging. Have you ever praised a student's work, "That's a nice drawing," only to have the individual tear it up and throw it away? If the student is looking for direction and you provide praise, the child's perception is that you regard him or her as too fragile to handle criticism. This indicates a lack of respect.

Handout #13: Statements that Discourage, describes a number of common ways that well meaning parents and teachers discourage children.

Interpersonal relationships are always improved by providing encouragement. Some keys to encouragement include:

1. Point out the usefulness of an act.

2. Provide encouragement when it is not being sought or asked for.
3. Focus on the improvement rather than achievement.
4. Praise the deed, not the doer. "Having the room picked up is helpful." not "You are helpful."
5. Give a person responsibility.
6. Look for effort or successive approximations, don't expect perfection.
7. Look for cooperation and sharing.
8. Use mistakes as an opportunity to try again, to learn and to improve.
9. Have faith in the person. Expectations should be honest and direct in terms of age and talent. Expectations of inadequacy will probably be fulfilled.
10. Acknowledge the other person's feelings. Acknowledging feelings communicates that you understand the situation and at the same time expresses your faith in the person. Sympathy fails to express faith and seldom helps the situation. "I can appreciate your disappointment but am sure you will be able to work it out" is an encouraging statement. "The plane didn't fly. You must be terribly disappointed. I feel so sorry for you." may be an accurate statement but it fails to express hope and confidence in the future.

In addition to verbal encouragement we can encourage by:

1. Touch. The coach at a basketball game pats his players on the rump as an expression of confidence. (Watch out in the classroom or you may be misunderstood.)
2. Sharing. "Let's try it together": May be just what is needed when the other person is about to give up. Do not take control over a task or you communicate a lack of faith in the child.
3. Give responsibility. Being over-protected is discouraging to adults as well as children. Responsibility cannot be earned, it can only be given. Give others responsibility and watch them glow and grow.
4. Look for what is right rather than what is wrong. Accept, appreciate and respect other people for what they are rather than what they could or should be. A friend is someone whose faults we choose to overlook.

Handout #13

STATEMENTS THAT DISCOURAGE

The following is a list of the kinds of statements we all make to our children. We say these things in an attempt to show our children the proper way to act. Most often the results are not the ones we wish for.

1.	Explaining	"Do you expect to get money every time you need it? You don't see your father and I spending money like that. You must understand that you don't get everything you want on a silver platter."
2.	Advising	"Listen to me, son. I had this same problem when I was young. I soon learned that the best thing to do was to keep my mouth shut."
3.	Preaching	"I don't know how you expect to grow up to be anything if you lay in bed all day. Don't you want to do something with your life...be somebody? Well, you can't do anything if you don't get your education. Besides, I pay taxes to have people teach you. Look at the money being wasted trying to educate you. It seems like you would appreciate the effort everyone is making in trying to help you."
4.	Belittling	"What's the matter...you deaf? You don't get anything right. I sent you to the store for milk, not bread. Take it back and see if you can get the right thing this time. Milk! M-I-L-K.
5.	Comparing	"Why can't you be like your sister, she never gets suspended from school." Or, "You're just like your Uncle Harry, he never spent a day without being in some kind of trouble."
6.	Using Guilt	"You know, every time you get into trouble it just kills your father. You're going to give him a heart attack for sure. Then you'll be sorry." Or, "I do everything for you and this is how you treat me."
7.	Feeling sorry, pity, sympathy	"Tim gets into trouble because other children pick on him and make him cry. Isn't that right, tim?" "Joey gets put out of school because I can't give him all the nice clothes he needs and others make fun of him." "I know you are hungry and your stomach hurts, I'll fix supper for you." (Even if the rest of the family ate an hour earlier and the child chose to be late or didn't like the meal.)
8.	Injunctions	"Stop picking your nose. It will bleed." Stick your shirt in." "Throw that gum away." "Sit up!" "Sit down!" "You had better straighten up."
9.	Threats	"If you do that again, I'll send you to your room" "If you get into anymore trouble, out you go." "The next time I'll call your Probation Officer (father) (the police) (the principal) (your mother)."

10.	Punishment	"I've told you to stop a hundred times. Now go to your room." "Let's see if this belt can't straighten you out young man." "That's it! You don't get another penny from me." "Go ahead, run away, maybe your belly will pinch you and you'll learn a lesson." "Get out of class!" To policeman: "You take him, I've done all I can."
11.	Overprotection	"I don't want you with those boys." "Be careful." "He just fell in with the wrong crowd." "Okay, I'll give you another chance." "The other children don't like him." "His father is too strict." "His mother is too strict." "The school is too strict." "He doesn't understand." "I'm afraid for you to go to that concert."
12.	Denying the child's experience	"That shirt is ugly." "The hamburger is not too rare." "Your hair is too long." "Not making the team isn't so bad." "Having your teeth pulled doesn't hurt much." "Don't take it so hard. I've had that happen to me, but you don't hear me crying about it." "That's nothing to get mad about." "There will be other dances."
13.	Praise	"You are very intelligent." "You are a great ball player." "You are the best student." "You were the prettiest girl in the group."

The above statements illustrate some of the ways we discourage our children. We often try to build up their strengths by emphasizing their weaknesses. We do this through criticism, belittling, comparing, warning, threatening, and punishing. Or we may overprotect them, lecture them until they are deaf to us, praise them until they think only of themselves, feel sorry for them until they wallow in self-pity, or use guilt until the child loses all sensitivity to others' needs.

Handout #14

SOME WORDS OF ENCOURAGEMENT*

These thoughts are intended to be of help to parents and teachers in working with children. Whether these suggested remarks will in fact be encouraging will depend on the attitudes of the adults using them. Is the feeling one of belief in the child, trust, confidence, acceptance, sometimes mixed with humor; or is the feeling one of moralizing, preaching, or impatience?

1. "You do a good job of..."
   Children should be encouraged when they do not expect it, when they are not asking for it. It is possible to point out some useful act or contribution in each child. Even a comment about something small and insignificant to us, may have great importance to a child.

2. "You have improved in..."
   Growth and improvement is something we should expect from all children. They may not be where we would like them to be, but if there is progress, there is less chance for discouragement. Children will usually continue to try if they can see some improvement.

3. "We like (enjoy) you, but we don't like what you do."
   Often a child feels he is not liked after he has made a mistake or misbehaved. A child should never think he is not liked. It is important to distinguish between the child and his behavior, between the act and the actor.

4. "You can help me (us, the others, etc.) by..."
   To feel useful and helpful is important to everyone. Children want to be helpful; we have only to give them the opportunity.

5. "Let's try it together."
   Children who think they have to do things perfectly are often afraid to attempt something new for fear of making a mistake or failing.

6. "So you do make a mistake; now, what can you learn from your mistake?"
   There is nothing that can be done about what has happened, but a person can always do something about the future. Mistakes can teach the child a great deal, and he will learn if he does not feel embarrassed for having made a mistake.

7. "You would like us to think you can't do it, but we think you can."
   This approach could be used when the child says or conveys that something is too difficult for him and he hesitates to even so much as try it. If he tries and fails he has at least had the courage to try. Our expectations should be consistent with the child's ability and maturity.

8. "Keep trying. Don't give up."
   When a child is trying, but not meeting much success, a comment like this might be helpful.

*Soltz, V. Study Group Leaders Manual. Chicago: Alfred Adler Institute, 1967.

9. "I'm sure you can straighten this out (solve this problem, etc.), but if you need any help, you know where to find me."
Adults need to express confidence that children are able and will resolve their own conflicts, if given a chance.

10. "I can understand how you feel (not sympathy, but empathy) but I'm sure you'll be able to handle it."
Sympathizing with another person seldom helps him, rather it conveys that life has been unfair to him. Understanding the situation and believe in the child's ability to adjust to it is of much greater help to him.

Activity #12: Developing More Appropriate Behaviors: Corrective Strategies and the Encouragement Process

Purpose: to provide participants with practice responding appropriately to various situations.

Activity:

1. Divide into small groups of 4 or 5 members.
2. Have a member of your group read the 1st incident from Activity #11 including the probable goal(s).

   As a group react to the following:

   a. How might you withdraw from the situation?

   b. How might you use natural or logical consequences?

   c. How might you do the unexpected?

   d. How might you have attention at a more appropriate time?

   e. How might you give responsibility?
3. Respond to the remaining two incidents using the above format. Relate the responsibility for presenting the incident and the probable goals. Selecting from the 4" x 6" cards used in Activity #11, as a group choose one example of the goals of misbehavior. Decide how to combat this goal using an encouragement process.
4. Reassemble as a total group and discuss your experiences.

Activity #12: Developing More Appropriate Behaviors: Corrective Strategies and the Encouragement Process (30 minutes)

1. Move around the room, giving suggestions as necessary during the small group work.
2. After participants reassemble as a totle group, you should direct a discussion focusing on the small groups encouragement process suggestions from step 4.

DEVELOPING SIGNIFICANT RELATIONSHIPS IN THE HOME

Introduction

The purpose of this section is to provide the career guidance team with staff development and consultative skills designed to foster the development of significant relationships in the home. In order for systematic intervention from school personnel to be effective in the home, counselors and teachers need to acquire basic understanding of parent-child relationships and to develop skills for consulting with parents in correcting misbehavior.

This section is divided into four parts: 1) Parent Child Relationships; 2) Natural and Logical Consequences; 3) Parent Consultation; and 4) Parent Study Groups. Each part includes a presentation of content materials followed by handout resources as well as knowledge and skill development activities.

DEVELOPING SIGNIFICANT RELATIONSHIPS IN THE HOME

Parent Child Relationships

The parents provide an environment in which the child first experiences and observes family interactions. The child will usually adopt the values and viewpoint observed within the family and modeled by the parents. Children will learn from what they experience in the home environment. The following quotation (Dreikurs and Cassell, 1972) demonstrates the importance of the family environment:

Family atmosphere

> If a child lives with criticism, He learns to condemn.
> If a child lives with hostility, He learns to fight.
> If a child lives with ridicule, He learns to be shy.
> If a child lives with fear, He learns to be apprehensive.
> If a child lives with shame, He learns to feel guilty.
> If a child lives with tolerance, He learns to be patient.
> If a child lives with encouragement, He learns to be confident.
> If a child lives with acceptance, He learns to love.
> If a child lives with recognition, He learns it is good to have a goal.
> If a child lives with honesty, He learns what truth is.
> If a child lives with security, He learns to have faith in himself and those about him.
> If a child lives with friendliness, He learns the world is a nice place in which to live, to love, and be loved (pp. 28-29).

Cooperative vs. Competitive Atmosphere

Many times parents encourage competition between siblings and peers without realizing the damage that can result to the child's self-concept. It is common knowledge that the siblings within a family

have different abilities (intellectual, social, athletic, creative, musical, etc.). Yet parents often feel that siblings should achieve at the same level even though their ability level is different. Because children basically want to please their parents, they will compete. However, if one sibling continues to dominate a particular area (e.g., school work) and the parents persist in comparing, the competing sibling may completely give up in this area. Possibly this sibling will develop expertise in another area or completely give up and display inadequacy in most areas of life.

Must demonstrate worth in an area

Accepting vs. Judgmental Atmosphere

If children are reared in a family where acceptance is the predominant characteristic, they will feel secure and confident. A judgmental atmosphere often results in children constantly wondering whether or not they have their parents approval. As a result children reared in a judgmental atmosphere frequently are reluctant to try new activities for fear of failure and disapproval of parents.

A parent can be acceptable of the child without accepting the behavior. This can be achieved by separating the child from the behavior. For example, a parent could say "I don't like your bed being unmade." which is different from saying "I don't like you because your bed isn't made." So, by distinguishing between children

and their behavior, parents can have what Carl Roger's termed "unconditional positive regard" for their children even when they are misbehaving.

Dependent vs. Independent Atmosphere

Children learn to be independent by having opportunities to assume responsibility and make decisions. Many parents and teachers overprotect their children and do not allow them to learn independence. "Never do for a child what he can do for himself." When we continue to do things for children after they have learned the skill, we are telling the child that they are inadequate. This message is discouraging to the child.

"Good mothers cause dependency

Many mothers get involved with the "good mother" syndrome. By doing everything for the child the mother feels important and needed. The unplanned result is a child who will learn to be dependent and not responsible. This negative lesson coupled with the failure to develop decision making skills is a high price for a child to pay for having a "good mother."

Our society is structured so that man is more interdependent than independent, or as Jone Donne wrote, "No man is an island." A responsible person is less dependent on society, more interdependent and consequently in a better position to help others.

The Role of the Parents

Parents obviously play an important role in the psychological development of their children. Parents should encourage the child in some positive direction which is independent of those taken by the other children in the family. This allows each child to gain a feeling of belonging in a cooperative unit rather than a feeling of superiority or inferiority through competition and belittling the other siblings.

If parents do not allow their children to find their place in the family through positive behavior, children will resort to negative behavior because most individuals prefer being scolded and punished to being ignored. When reinforcement and attention is given to reward positive behavior, children will not have to resort to negative, destructive behavior, but will have found their place in the family through constructive actions.

Frequently when parents are asked what they do "for fun" with their children they have difficulty thinking of anything. It is important that parents learn to set aside time to play with their children and build a healthy positive relationship.

Communication

Communication is the most important aspect of improving parent-child relationships. Without communication, problem areas cannot be

discussed and resolved. Many parents of teenagers regret the fact that the doors to communications have been slammed shut and, once the door is closed, it is extremely difficult to reopen. If you are asked for suggestions on conversation door-openers you might want to use some of the following suggestions:

a. admit there is more than one point of view.

b. have the ability to respect the child even when you disagree with him/her.

c. search together for ideas on how problems can be solved or situations improved.

d. establish a listening relationship when children are young.

e. talk with children and not at them.

Handout #15

THE ABC's OF GUIDING THE CHILD

This material is included as a more inclusive review of major child rearing principles. It is intended to be resource material to supplement earlier presentations and to provide a quick and ready reference for use with training groups of parents and educators. Participants should read it at this time.

Handout #15

THE ABC's OF GUIDING THE CHILD

Golden Rule: "Do unto others as you would have them do unto you." This is the basis of democracy, since it implies equality of individuals.

Mutual Respect: Based on the assumption of equality, is the inalienable right of all human beings. No one should take advantage of another; neither adult nor child should be a slave or a tyrant. Distinguish between firmness and domination. Firmness refers to your behavior in a conflict situation; domination refers to forcing your decision on the child. For example: let us assume your children are fighting in the kitchen while you are trying to prepare a meal. You can tell the children that if they wish to continue fighting they can do so in another room where it will not disturb you. By speaking firmly but kindly you thus maintain respect for yourself and at the same time show respect for the children by offering them a choice between behaving in the kitchen or fighting in another room. You have refused to act as a tyrant yourself, but have also refused to be tyrannized by the children.

Encouragement: implies faith in and respect for the child as he is. Don't discourage the child by having too high standards and being overambitious for him. A child misbehaves only when he is discouraged and believes he cannot succeed by useful means. A child needs encouragement as a plant needs sunshine and water. When we tell a child he could do better we are really saying he is not good enough as he is.

Reward and Punishment: are outdated. A child soon considers a reward his right and demands a reward for everything. He considers that punishment gives him the right to punish in turn, and the retaliation of children is usually more effective than the punishment inflicted by the parents. Children often retaliage by not eating, fighting, neglecting schoolwork, or otherwise misbehaving in ways that are usually the most disturbing to the parents.

Natural Consequences: is a technique which can be used effectively only when a good relationship exists between parent and child. In using this technique the parent allows a child to experience the logical consequences of his own behavior. For example: if a child dawdles in the morning, the logical consequence of his behavior is that he will be late for school. Instead of using his personal authority to remind and hurry the child the parent allows him to experience the unpleasantness of being tardy. Therefore, when natural consequences are used the child is motivated toward proper behavior through his own experience of the social order in which he lives. Only in moments of real danger is it necessary to protect the child from the natural consequences of his disturbing behavior.

Acting Instead of Talking: is more effective in conflict situations. Talking provides an opportunity for arguments in which the child can defeat the parent. Children tend to become "mother-deaf" and will act only when punishment is threatened. Usually a child knows very well what is expected of him. Never explain to a child what he already knows and has heard repeatedly. Talking should be restricted to friendly conversations and should not be used as a disciplinary means. For example: if you are driving your car, and your children start to quarrel and fight, instead of telling them to be quiet, the parent can pull the car to the curb and simply wait for them to be quiet. If the parent maintains a calm, patient attitude, he can, through quiet action, accomplish positive results.

Understand the Child's Goal. Every action of a child has a purpose. His basic aim is to have his place in the group. A well-adjusted child has found his way toward social acceptance by conforming with the requirements of the group and by making his own useful contribution to it. The misbehaving child is still trying, in a mistaken way, to feel important in his own world. For example: a young child who has never been allowed to dress himself (because "mother is in a hurry"), who has not been allowed to help in the house ("you're not big enough to set the table"), will lack the feeling that he is a useful, contributing member of the family, and will only feel important by getting mother angry and annoyed with his misbehavior.

The Four Goals of a Child's Misbehavior. The child is usually unaware of his goals. His behavior, though illogical to others, is consistent with his own interpretation of his place in the group.

Goal 1: Attention getting - he wants attention and service.
Goal 2: Power - he wants to be the boss.
Goal 3: Revenge - he wants to hurt us.
Goal 4: Display of inadequacy - he wants to be left alone, with no demands made upon him.

Our Reactions to a Child's Misbehavior Patterns. Very often we can discover a child's goals by observing our own reactions to his behavior. For example: when his goal is attention getting, we respond by feeling annoyed and that we need to remind and coax him.
When his goal is power, we respond by feeling provoked and get into a power contest with him - "You can't get away with this!"
When his goal is revenge, we respond by feeling deeply hurt and "I'll get even!"
When his goal is display of inadequacy, we respond by feeling despair and "I don't know what to do!"
If your first impulse is to react in one of these four ways, you can be fairly sure you have discovered the goal of the child's misbehavior.

Don't Act on your First Impulse: By acting on your first impulse you tend to intensify the child's misbehavior patterns rather than correct them. You act in accordance with his expectations and thereby fortify his mistaken goals. What can you do if you don't know what to do? First, think of what you know would be wrong to do and refrain from doing it; the rest is usually all right. Second, imagine what the child expects you to do, and then do the opposite. That throws the child off guard, and then you can arrange with him what to do about the situation.

Minimize Mistakes. Making mistakes is human. Regard your mistakes as inevitable instead of feeling guilty, and you'll learn better. We must have the courage to be imperfect. The child is also imperfect. Don't make too much fuss and don't worry about his mistakes. Build on the positive, not on the negative. For example, instead of pointing out how poorly he tied his shoes, point out instead how well he can button his shirt.

Don't Be Concerned with What Others Do, but accept responsibility for what you can do. By utilizing the full potential of your own constructive influence, you do not have to think about what others should do to the child. Compensation for the

mistakes of others is unwise and over-protection may rob the child of his own courage and resourcefulness. For example: if father is too harsh with the child, and mother runs to protect him, three negative results are accomplished. First, mother deprives father and child from learning to get along with each other. Second, mother teaches the child to run to her for protection instead of using his own resources. Third, mother antagonizes father so that he is less willing to cooperate with her in dealing with the child.

A Family Council gives every member of the family a chance to express himself freely in all matters of both difficulty and pleasure pertaining to the family as a whole, and to participate in the responsibilities each member of the family has for the welfare of all. It is truly education for democracy and should not become a place for parents to "preach" or impose their will on children, nor should it deteriorate into a "gripe" session. The emphasis should be on "What WE can do about the situation." Meet regularly at the same time each week. Rotate chairman. Keep minutes. Have an equal vote for each member. Let any wrong decisions stand until the next week.

Have Fun Together and thereby help to develop a relationship based on mutual respect, love and affection, mutual confidence and trust, and a feeling of belonging. Playing together, working together, sharing interesting and exciting experiences lead to the kind of closeness which is essential for cooperation. Instead of talking to nag, scold, or preach and correct, utilize talking to maintain a friendly relationship. Speak to your child as you would speak to your friend.

Activities

The two activities that follow are designed to help guidance team members develop an understanding of parent-child relationships. These activities demonstrate learning opportunities that could be incorporated in a training program for parents or educators wishing to serve as parent consultants.

Leader: If content review is needed refer back to the section on Developing Significant Relationships in the School, particularly the handout on "Four Goals of Misbehavior."

Activity #13: Goal Recognition - Parents

Purpose: to develop awareness of goal recognition responses typically made by parents.

Activity:

1. Each member of the group will be asked to fill out the multiple choice instrument Goal Recognition: Parent Responses (Handout #16).
2. After the instrument is completed, the group should collectively go over their responses and agree upon the best answer.

Activity #13: Goal Recognition - Parents (45 minutes)

1. Facilitate the discussion which follows completion of the multiple choice instrument. Focus on achieving a general consensus on each item. It is not essential for every participant to agree with each item. Avoid heated arguments whenever possible.

Handout #16

GOAL RECOGNITION: PARENT RESPONSES

Possible goals for misbehavior:
- Attention Getting (AG)
- Power (P)
- Revenge (R)
- Display of Inadequacy (DI)

1. _____ Parent: When Sally said she hated me and wished she lived over at Jonnas' house I really felt like crying. I felt I was a horrible person.

2. _____ Parent: When John refused to do his homework I just felt like I should spank him and force him to do as I said.

3. _____ Parent: When Ann kicked Skippy I just could not help but think that she was a thoroughly awful little beast.

4. _____ Parent: David was playing at the neighbors. I called him to come home. He continued to play. I went to where he was playing and told him to come home immediately. He continued playing. I grabbed him by the hand and started pulling him toward home. David started screaming and yelling at the top of his lungs. He also began kicking at me.

5. _____ Parent: Seven-year-old Derrick never completely dresses himself in the morning. Today he came down from his bedroom, as usual, with his shoe laces untied. I tied them for him. I demonstrated over and over to him how to do it, but he does not learn.

6. _____ Parent: Donnie just pesters me all the time; she questions me about this; about that. I just don't seem to have any free time all to myself or when ever I get started with a project Donnie picks that instant to ask questions that take me away from my work. Boy! it gets on my nerves.

7. _____ Parent: Tony goes around and slams doors on people's fingers or he beats up on little guys who are half his size. When he does this I feel like he is one of the most ruthless and blood thirsty people I have ever met.

8. _____ Parent: Linda, age six, is our second child. Her older sister is very mature. Linda is small for her age. Each morning as school time approaches she complains of having a stomach-ache. Whenever I ask her to read for me she gets a panicky look in her eyes and sort of melts into the chair. I don't like to ask her to do anything anymore.

9. _____ Parent: Allen said that he did not love me any more and that he wished I was dead and that he knows now that I never liked him at all. I just felt sick and full of anguish. To think a son of mine would ever say those things to me.

10. ____ Parent: I told Jill to hurry and get dressed for Sunday School. Jill said, "I won't, I am not going, and no one can make me."

11. ____ Parent: Beverly is the oldest in a family of five. Her fingernails are bitten down to the quick. Today, as usual, I saw her biting her fingernails and said, "Stop that Beverly. How can you continue to bite your fingernails when it makes your hands look so awful? I never did that when I was your age." Beverly immediately took her hand away from her mouth, but as soon as I looked away she continued biting them.

12. ____ Parent: David does not seem to find enough time to get his room and chores done. He will start as long as I am within sight but whenever I go about my daily activities David will stop his work and do what pleases him. I have to come back and remind him or I have to yell at or threaten him with "Just wait until your father comes home" before he will do as he is told. He becomes sullen and resents me. I feel like I have to push him around or else nothing will ever get done.

13. ____ Parent: Tabby calls for me to come to her much of the time she is at home. When I get to her she does not really have any need for me to be with her, so I go about getting dinner. Then all of the sudden Tabby screams out loud and I come running but she has just got her finger caught in the eyes of a pair of scissors. I feel like a nervous wreck and I wish she would just stop demanding that I be near her all the time.

Activity #14: Persuading Parents about the Importance of Family Relationships

Purpose: to develop skills in persuading parents about the importance of family relationships.

Option A

You have been selected to speak at your local P.T.A. on the importance of family atmosphere. The President of the P.T.A. wants a brief outline of your speech listing the topics you will cover.

Outline of P.T.A. Speech

Title:

Objective:

Content Outline:

I.

II.

III.

IV.

V.

Option B

Write an article for a newspaper - develop an outline for a series of articles that could be used as a springboard for a workshop on improving family relationships.

Option C

Develop a series of 10 one minute radio spots that would by content or example illustrate an important aspect of family atmosphere. Announcements could serve to encourage parents to participate in school or community based parent study groups.

Activity #14: Persuading Parents about the Importance of Family Relationships (60 minutes)

This activity may be organized in one of the following ways:

1) Participants may choose option A, B, or C and complete the activity included with their chosen option.
2) Participants may be divided into 3 groups, with each group being assigned one of the three options, A, B, or C. Each participant will then complete his/her assigned option individually.
3) Same as #2 except assigned options are completed by the group collectively. This may prove effective if small groups are made up of 5 people or less.

An effective approach for dealing with a child's behavior is to allow for the occurence of natural or logical consequences to that behavior. Self responsibility is an accepted developmental goal for children. The experiencing of natural and logical consequences enhances the achievement of this goal. In the material that follows, natural and logical consequences are defined and the problems in their use discussed. In the activities that follow you will be asked to develop examples of natural and logical consequences of behavior.

Have participants read Handouts #18 and #19. Following the reading of these handouts, participants will experience Activity #15, which allows them to apply the knowledge gained from reading the handouts.

Handout #17

NATURAL AND LOGICAL CONSEQUENCES*

I. Definitions

A. Natural Consequences

The natural results of ill-advised acts. The unavoidable consequence of the deeds which they follow. The inevitable reactions entitled by the child's actions whether or not the adult is present. Example: Clothes not in the laundry do not get washed.

B. Logical Consequences

The consequence has a logical relationship to the misdeed. It is in effect arranged by the adult rather than being solely the result of the child's own acts. A choice is given between two or more alternatives. If a misjudgment is made, the child rather than the adult accepts the responsibility for the consequences. Example: The child or the parent can pick up the child's clothes. The person who picks them up, however, decides what will be done with them (the parent may decide to put them in the attic for awhile).

C. Punishment

A method by which a "superior" enforces his demands upon his "inferior." Punishment is retaliatory, illogical, and arbitrary rather than corrective. Example: You are bad to have such a messy room with clothes all over the floor. Therefore, I am not going to let you watch TV for 3 weeks.

II. Differences between Logical or Natural Consequences and Punishment

Consequence	Punishment
1. Express the reality of the social order or the situation of the person--democratic.	1. Express the power of a personal authority--authoritarian.
2. Logically related to the misbehavior.	2. Not logical, only an arbitrary connection between misbehavior and consequences.
3. Involves no element of moral judgment.	3. Inevitably involves some moral judgment.
4. Concerned only with what will happen now.	4. Deals with the past.
5. The relationship and atmosphere are friendly. Resentment is minimized.	5. Often anger is present either overtly or covertly. Resentment is frequent.

*See Dreikurs, R., and Grey, L. Logical Consequences: A New Approach to Discipline. Meredith Press, 1968.

6. Develops intrinsic motivation and self-discipline.	6. Depends on extrinsic motivation.
7. No submission or humiliation.	7. Often requires submission or humiliation.
8. Freedom of choice within limits.	8. No alternative or choice.
9. Consequences are acceptable.	9. Punishment is at best only tolerable.
10. Thoughtful and deliberate.	10. Often impulsive.
11. Child feels important.	11. Child feels belittled.
12. Choice given only once.	12. Often involves endless nagging.
13. Uses action.	13. Uses talking and coercion.
14. The child accepts responsibility for his own actions.	14. The adult takes responsibility for the child's actions.
15. The adult is disengaged from negative involvement with the child.	15. Involvement is always negative.
16. Based on the concept of equality of worth between children and adults.	16. Based on superior-inferior relationship between children and adults, fear of punishment from a superior.
17. Implies that the child can work out his own problems.	17. Implies that only an adult is capable of solving the child's problems.

III. Problems in the Use of Natural and Logical Consequences

1. A logical consequence may be viewed as punishment by a powerful or revengeful child, particularly if the adult also exhibits powerful behavior.

2. For logical consequences to work well there is a need for a good relationship to be developed between the child and adult. The relationship and friendliness must be genuine. If the adult feels personally involved, threatened or defeated, it will be difficult to apply logical consequences. The adult's tone of voice is a critical indication of his attitude toward the child.

3. There is a need for constructive and supportive training of the child to be conducted in conjunction with the use of logical consequences. This training should be conducted at a non-conflicting time.

4. Encouragement is needed at the time when corrective action is being taken. As an adult withdraws from negative involvement with children, there is a greater need for positive involvement.

5. The adult must recognize his position of equality of value and worth with children. (This does not imply that adults and children are the same.) The adult needs to be able to admit his own mistakes.

6. When a logical consequence fails, it is important to analyze step-by-step each action in the situation to find out where the source of the problem may be found. Often the error will be discovered in some component of the adult's behavior. Success or failure depends on how the child perceives the situation.

7. It is often difficult to think of an adequate logical or natural consequence in a time of crisis. The secret here is to work on one thing at a time so that a repertoire of logical consequences can be developed. Over a period of time with some effort, a "New Tradition" of relating with children can be established. It is worth the effort that may be required.

Handout #18

PRINCIPLES OF LOGICAL CONSEQUENCES IN DEMOCRATIC SETTING

1. Natural and logical consequences - alternative to autocratic punishment.

2. Consequences are logically connected to specific behavior and specific total situation.

3. Respect is maintained for rights and dignity of both child and adult.

4. Where situation is recurring one, such as eating problems, the consequences can be discussed in a calm moment with the child <u>once</u>. This gives the child the opportunity to choose the behavior and consequences he prefers when the situation arises from then on.

5. There is always another opportunity given to the child. This does not mean he is protected from consequences by a second chance. The <u>next</u> time a situation arises, he has another chance to choose his behavior.

6. Action and not words.

7. Understanding the goal is important. It is a general rule of thumb to try to apply "logical consequences" in a power struggle.

8. The implicit attitude of the adult, which may or may not be expressed casually and briefly, it that of mild regret that the child has chosen action leading to these consequences but that next time he will probably choose another behavior more in accord with situational realities. Thus, the adult's purpose has no punitive undertones, nor is there an implication of superiority. Moral judgment of the behavior on the polarity of good/bad is absent. The emotions of the adult are not negative--hostility, anger, unhappiness, depression, feelings of being abused, disappointment.

9. Only one behavior is handled at any one time. No other issues are dealt with. For example, if the child's <u>reaction</u> is to whine, to cry, to shout in anger, this is his right. This is <u>not the</u> time to try to correct this behavior. If it interferes with the consequences, it may be dealt with, but only on that basis.

10. After the interaction, the adult evaluates his own purpose, behavior and emotions..

Some Pitfalls on the Part of the Adult:

1. Feeling sorry for the child--this may teach him to feel sorry for himself.

2. Giving him a second chance--this may teach him he can get away with irresponsibility.

3. Taking a punitive attitude, impatience, ridicule, humiliation, shame, retaliation--he'll have reason to be hostile, and he may be learning that to be powerful is the safest way to deal with people.

4. Fearing the consequence is too easy--it is not necessary for a consequence to be difficult or unpleasant. Most of them are somewhat unpleasant and uncomfortable, but suffering is not an essential or necessary part of the learning process.

5. Showing inconsistency and vacillation, perhaps subordinating the order of the family or teaching situation to one's own momentary wishes--why should the child believe you will mean it the next time?

6. Working on more than one behavior at the moment. The positive possibilities of the consequences may thus be cancelled out by an unwitting reinforcement of the child's mistaken goal.

7. Feeling guilty--again he may learn that it pays for him to feel abused if the adult feels guilty about him.

8. Too much talking--this also may be cancelling the consequences by reinforcing the child's goal.

9. Giving way to expediency--at the moment it is sometimes easier on the adult to punish or overlook than to take the time and then to initiate logical consequences and carry them through adequately and peacefully.

10. Expecting standards of behavior from the child not expected of the adult.

11. Rubbing it in, "I told you so"--anything that increases the child's anger against the adult decreases his willingness to assess the consequences as logical within the group structure and also his willingness to be an involved participant in the evolving family culture.

Activity #15: Natural and Logical Consequences of Behavior

Purpose: to acquaint guidance team members with an activity that could be used with educators or parents and to help them improve relationships with students. The focus would be to help educators and parents to allow children to experience natural and logical consequences of their behavior and thus assume greater self responsibility.

Activity:

1. This is an activity to be completed individually.

2. Each guidance team member should read the parents statements that describe their child's behavior. After each parent statement, write the natural or logical consequence that would follow from the behavior. Indicate which would be more helpful for the child to experience to develop a sense of self responsibility and worth. (Your group may wish to generate personal statements rather than those included in this activity.

   Parent: When John refused to do his homework I just felt like I should spank him and force him to do as I said.

   _____

   _____

   _____

   Parent: When Ann kicked Skippy I just could not help but think that she was a thoroughly awful little beast.

   _____

   _____

   _____

   Parent: David was playing at the neighbors. I called him to come home. He continued playing. I went to where he was playing and told him to come home immediately. He continued

playing. I grabbed him by the hand and started pulling him toward home. David starting screaming and yelling at the top of his lungs. He also began kicking at me.

Parent: Seven-year-old Derrick never completely dresses himself in the morning. Today he came down from his bedroom, as usual, with his shoe laces untied. I tied them for him. I demonstrated over and over to him how to do it, but he does not learn.

Parent: Tony goes around and slams doors on people's fingers or he beats up on little guys who are half his size. When he does this I feel like he is one of the most ruthless and blood thirsty people I have ever met.

Parent: I told Jill to hurry and get dressed for Sunday School. Jill said, "I won't, I am not going, and no one can make me."

Parent: Beverly is the oldest in a family of five. Her fingernails are bitten down to the quick. Today, as usual, I saw her biting her fingernails and said, "Stop that Beverly. How can you continue to bite your fingernails when it makes your hands look so awful? I never did that when I was your age." Beverly immediately took her hand away from her mouth, but as soon as I looked away she continued to biting them.

Parent: David does not seem to find enough time to get his room and chores done. He will start as long as I am within sight but whenever I go about my daily activities David will stop his work and do what pleases him. I have to come back and remind him or I have to yell at or threaten him with "Just wait untio your father comes home" before he will do as he is told. He becomes sullen and resents me. I feel like I have to push him around or else nothing will ever get done.

3) After all members have completed their written responses quickly get intc qroups of three and assume roles of parent and educator. The parent tells the educator of an incident with the child. The educator is to assist the parent in identifying the natural and logical consequences. Each group member should in turn assume both roles during this exercise. Observers provide feedback after each interaction is completed. Carry the conversation beyond the presentation of the behavior description statement and educator response but stop arbitrarily at a maximum of three minutes conversation. Be alert to the possibility of sabotage strategies that the parent may employ to block a possibility of change in the relationships with their child.

Activity #15: Natural and Logical Consequences of Behavior (45 minutes)

1. The focus of this activity is to help educators and parents to allow children to experience natural and logical consequences of their behavior and thus assume greater self responsibility.
2. After participants complete the activity, discuss participant responses with the total group.

This section on "An Interview Rationale" may be presented as a mini-lecture. If so, the material should not be handed out until after the mini-lecture.

This section is included for the guidance team members to facilitate an appreciation for the understanding and skills required for parent consultants. As the guidance team considers how to implement parent consultation it seems advisable to review personnel already available who possess these understandings and skills for parent consultation. Typically counselors, psychologists, and occasionally classroom teachers have obtained special training in interviewing and consulting.

CONSULTING WITH PARENTS

Consulting with parents usually involves four distinct steps. First the consultant has to establish a proper relationship with the parent. Next, he/she has to understand the parent and his/her problem. After the consultant understands the problem, he/she must help the parent understand that parent's interaction with the child. The last step involves reorientation of the parent.

1) Relationship
2) Consultant understands and communicates
3) Parent self understanding
4) Reorientation

An Interview Rationale

An interview with the parent should reveal the reason for the child's behavior. The goal of the first interview is to begin the establishment of a solid and constructive counseling relationship between consultant and parent. Sufficient time should be allowed to establish a relationship and gather the necessary information. No less than one hour is usually required. The consultant first encourages the parent to describe the nature of the problem. "Please tell me why you are here," or "Why did you come to talk to me?" may be a good opening statement. Or one can ask, "What is your problme?" or "What are you concerned about?"

Since the parents have come for a specific purpose, an unhibited narration of the child's deficiencies usually ensues: how he/she behaves, what he/she does wrong, his/her conflicts with sibling(s), or

eating problems, for example. Some troubles in school may also be disclosed. Because of the parents' spontaneous response the consultant may fall into the error of letting the parent ramble on indefinitely. The information may be interesting but not helpful for an understanding of the child.

During the initial phase of the interview, the consultant asks the parent to elaborate when statements are of a significant nature. For example, the parent relates that the child has begun to lie. Lying means one thing to one person and something else to another. Whether the lying is pathological or merely a defense against the parents' unsurmountably high standards, criticism, nagging, and fault-finding, for example, cannot be ascertained without encouraging the parent to elaborate. This may be done by asking, "What did he do when you _____?" "What did he do when you _____?" The basic and primary objective of the interview with the parent is to discover why the child behaves the way he/she does. What purpose does the child have in doing what he/she does?

Discovering purposes

The behavior of a child does not just happen. Because he/she is a rational being, he/she does not merely react to environmental stimulation, but acts on the environment as well. Action is movement, and it is movement toward something which the individual wants. The objective for which one strives, then, becomes a goal. The goal of seeking becomes related to an individual's perception of the

relationships between oneself and the people with w ie interacts. Thus, the child is not predictable; his/her behavior depends upon the decision he/she makes, although that child may not be aware that he/she is deciding what to do. Consequently, the initial report of the parent is followed by specific questions to discover the reason for the child's doing what he/she does.

The nature of the child's interpersonal relationships with persons with whom he/she interacts is fundamental to an understanding of the child's behavior. This is almost never covered spontaneously by the parent. The consultant will of necessity guide the parent in relating pertinent information so that the consultant may gain clear insight in certain pertinent areas.

The presentation on the interview used in parent consultation will be distributed to each guidance team member for reference as the team completes the activities of this part of the training package. The materials of this part will also be helpful as the guidance team plans for implementing strategies for improving significant relationships in the home.

Handouts and Activity

The "Suggested Outline for Parent Consultation" should be studied for 5 minutes by each guidance team member to become familiar with the significant areas for focus on attention during the initial parent consultation. This will enable team members to appreciate the content and process of the parent interview and to be better prepared for the "Parent Consultation Demonstration" activity that follows. The activity will enable guidance team members to determine their familiarity with the focal points of the parent interview and the ease with which the interview can be conducted given the outline and related presentation. This experience will provide a basis for designing learning experiences to help educators and others who may be designated as responsible for implementing parent consultation.

Handout #19

SUGGESTED OUTLINE FOR PARENT CONSULTATION

In order to gain more information, one should ask whenever the parent reports some kind of misbehavior, "What did you do about it?" Knowing that, one can see the field in which the child operates and the purpose of the disturbing behavior. Then one can ascertain the following significant facts:

1. Under what conditions did the complaint or problem arise?
   At what age?
   What has been its duration?

2. What are you doing about it?
   Relate in detail the interaction.
   Describe an instance or an episode.
     Clarify: What do you mean by that?
     Sequence: Child's behavior-parent response-child's reaction

3. What is child's relationship to siblings?
   Position in sibling sequence.
     Distribution of males and females?
     How siblings are different?
     How siblings are similar?
   With whom is child compared?
     Who is child most like?
     Who is child least like?
   Nature and extent of:
     conflicts?
     rivalry?
     competition? (explain)
     submission?
     rebellion?
       active?
       passive?

4. What is the nature of the daily routine?
   How does the child get up in the morning?
     Who awakens him?
     Is he called more than once?
     What about dressing?
     What about breakfast?
     What about use of bathroom?
   What happens as he gets off to school?
   Describe the lunch hour - the dinner hour (each mealtime)
   How does the child get off to bed? at what time?
   What kind of sleeping habits? Nightmares? Dreams?

5. What environmental/social influences are in his/her life?
   Relatives
     Grandparents
     Other relatives
   Other people living in house
   Neighbors
   How are child's social relationships?
     Ability to make friends with others?
     Neighborhood children?
     Adults?
     Children at school?
     Close friends?

6. How does the child respond to tasks/responsibilities?
     Chores that he/she is responsible for?
     Does he/she take care of pets?
     Does he/she take care of his/her room?
     School work?
     Past times?
     What is his/her reaction to people in authority (e.g., teachers)?

7. What impressions has he gained from the family interaction?
     Has there been any tragedy in the family?
     Who is boss? Who makes decisions?
     What methods of discipline have been used?
     What kind of punishment?
     What kind of supervision?
     What happens when the family goes out together?
       Preparation for going out and special efforts
       What happens when away?
       Travel behavior

8. What is unique or interesting about the child?
     In what other way does the child stand out?
       Conditions under which he functions adequately?
       In what way is he/she successful?
     What does the child think about the future?
       Vocational aspirations?
       Other aspirations?

The Interview Outline Applied

The suggested outline is merely a frame-of-reference. Rigid adherence to the form will result in a merely mechanical interview, devoid of the subtlety through which the consultant discovers the nature of the interpersonal relationships existing between parents and child. An inflexible dependence upon the outline may block sensitivity to the parents' reactions to the interview. For example, the parent may become apprehensive when asked to elaborate upon his/her response to the child's behavior. Even though, "What do you do about it (the behavior)?" is an essential part of the interview in providing the counselor with valid insights into the parent's relationship with the child, the consultant may accept the parent's actions without either verbal or non-verbal approval or disapproval. He/she may, however, point out the parent's faulty methods as the interview progresses. Thus, unsound psychological approaches the parent may be using are interpreted and reoriented during the initial interview or subsequent counseling interviews.

Even though the consultant is mindful of establishing a good relationship with the parent during the interview, he/she should not take for granted the statements made in answer to the question, "What is being done about it?" Every statement of action which is not clear should be questioned, "What do you mean by that?" The wisdon of this procedure can best be illustrated by the case of the parent

You may want to tape record this part for the purpose of varying formats of presentation.

Parental Response

See following section on "continuous hypothesizing"

who relates that the child has temper tantrums. To, "What do you do about his temper tantrums?" the mother replies, "I ignore them." This is a psychologically sound method of handling temper tantrums. If such tantrums are ignored they will decrease because the child feels such actions are futile if there is no audience. Therefore, the consultant was required to follow-up with, "What do you mean, you ignore them?" To this the mother replied, "I make him get up from the floor and go to his room." This cannot be labeled as ignoring. The mother's action explains a great deal; the counselor would have been misled had she/he accepted without question the mother's first explanation.

"Give me a specific example"

An interview pattern is useful in establishing rapport with parents and for understanding the purpose of the child's behavior. On the strength of the information gathered in the interview, the consultant gains insight and deeper understanding of the conflict and a basis for a subsequent interview with the child. The skilled consultant uses the outline as a guide, deviating from it when the spontaneous verbal and nonverbal communication of the parents warrants it.

Continuous Hypothesizing

Traditional interview technique is an extension of a clinical model which contends that it is necessary to gather all the facts before attempting to explain behavior. Moreover, we tend to generalize

from our standardized testing procedure that we should proceed in a precise manner to gather objective information. In this tradition, scoring and interpretation come later.

"A break from traditional procedure

Set this approach aside for other uses. Instead, from the first moment focus on an explanation of behavior. Forming continuous hypotheses will be your goal. As hypotheses are confirmed or rejected, others are formed. The mode is to tentatively explore possibilities to explain behavior.

Hypotheses are more than just guesses. Knowledge of environment, human development, probability, patterns and the like are used to make educated, creative guesses--hypotheses. The outline presented in the interview provides a framework from which hypotheses can be generated. The outline is based on certain assumptions about human behavior.

This approach requires the interviewer to be an active interpreter rather than a passive test administrator and recorder. Recording (writing) should be minimal because it will interfere with the hypothesis forming process. Use a tape recorder instead of note taking.

Note taking is a crutch

The previously described goals of misbehavior categories are examples of assumptions that can be used to generate hypotheses. While the probability of their predictions may be reasonably high, it is not a perfect predictor. When an hypothesis is rejected, the "why"

can become part of the next hypothesis. The ways children find their place in the home often relate to common cultural child rearing approaches. Again, these patterns are only a starting point.

Eventually, the total response pattern should take on a "theme" that will allow the interviewer to predict the fundamental direction in succeeding responses. "It should fit together and make sense." The goals for behavior should be understood.

(End of audio-tape mini-lecture)

Note: Immediately following this audio-tape ask the guidance team members to move directly into the "Parent Consultation Demonstration" activity.

Activity #16: Parent Consultation-Demonstration

Purpose: to involve guidance team members in an exercise that will foster review and practice (direct or vicarious) of the essential elements of a parent consultation interview.

Activity: Your leader will explain the directions for completing this activity.

Activity #16: Parent Consultation-Demonstration (60 minutes)

The intent is to expose the team members to at least one way that parent consultation interview skills could be learned by educators and others. (Sometimes parent or community volunteers serve well as parent consultants and should not be overlooked as resources.)

Procedures:

1. Hand out the "Parent Consultation Summary" (Handout #20) and the "Family Relationship Index." (Handout #21) Each team member should complete the "FRI" for a child with whom they are familiar. Any question about using the "FRI" should be answered here.

2. With the entire guidance team sitting in a circle two volunteers to demonstrate a parent consultation interview will be needed. Encouragement will probably be needed - team members should use this as an opportunity to practice encouragement. If necessary the leader may appoint role players for demonstration purposes. One role player will assume the role of parent, the other the role of parent consultant.

3. Observers and role players should before starting the role play again spend five minutes reviewing the "Parent Interview Outline" (Handout #19) and the "Parent Consultation Summary" (Handout #20).

4. Observers should use Handouts #19 and #20 in step 3 as an observational guide during the demonstration.

5. Notes for Role Players and Observers.

   A. The setting is a first meeting between the parent and the parent consultant. The appointment has been made by the school secretary. The request was initiated by the parent who stated that "John is getting more and more difficult to get to school. He makes all kinds of excuses about being sick and delaying getting ready until it's too late for the bus. I'm concerned that if you can't make school more motivating he's not going to get to the senior high next year."

   B. The parent consultation may after preliminaries want to use the FRI at some point in the interview if it seems appropriate.

   C. If at any time an observer would like to exchange places with the parent consultant when a change of approach or direction is identified by the observer, please encourage this.

D. Role play the parent consultation interview limiting the time to a maximum of fifteen minutes.

6. Upon conclusion all team members should do a quick and rough draft of the parent consultation using the summary form provided.

7. After the minutes for writing the summaries open the group for discussion of what was learned from the demonstration. Start first with comments from the role players then the observers.

   Feedback has two foci:

   A. the process of the parent-consultant interaction.

   B. the data generated by the consultation.

Note: Solicit particularly the specific observational descriptions of well used questioning by the consultant. Also review the "feeling-tone" of the interview, i.e., the degree of mutual respect, shared responsibility, etc.

You will want to be very familiar with both handouts that accompany this activity. Be prepared to assist team members in understanding the relevance of obtaining a total picture of the students' behavior rather than focusing on the immediate situation or presenting problem.

Handout #20

PARENT CONSULTATION SUMMARY

Name_____ Age____ M F Grade_____

Problem_____

_____

Child Behavior | Parent Response | Child Reaction

Sibling Relationships:

Daily Routine:

Environmental/Social Influences:

Task Responsibilities:

Family Interaction:

Unique Characteristics:

Handout #21

FAMILY RELATIONSHIP INDEX (FRI)

Family Name _____ Father _____ Mother _____ Date _____

Address _____ Telephone _____

Children - by age - oldest first

1. _____ Sex ___ Age ___ Rating ___
2. _____ Sex ___ Age ___ Rating ___
3. _____ Sex ___ Age ___ Rating ___
4. _____ Sex ___ Age ___ Rating ___
5. _____ Sex ___ Age ___ Rating ___
6. _____ Sex ___ Age ___ Rating

Ratings: 0 - No Problem
1 - Minor Problem
2 - Moderate Problem
3 - Serious Problem
X - Cannot Rate

		1	2	3	4	5	6
1.	Getting up						
2.	Bathroom						
3.	Dressing						
4.	Own Room Care						
5.	Breakfast						
6.	Getting to School						
7.	Car Behavior						
8.	Damages Property						
9.	Chores						
10.	School Work						

		1	2	3	4	5	6
11.	Fighting						
12.	Dinner						
13.	Cleanliness						
14.	Losing Temper						
15.	Teachers						
16.	Bedtime						
17.	Sleeping Habits						
18.	Lying						
19.	Money						
20.	Loneliness						

Additional problems:

	1	2	3	4	5	6
21. _____						
22. _____						
23. _____						

SUMMARY

	1	2	3	4	5	6
X						
0						
1						
2						
3						

Comments: _____

Beyond the parent consultation, parent study groups or family meetings might be utilized as additional optional strategies in training and implementation within the school. The principles discussed earlier, natural and logical consequences and child rearing guides, might be reviewed because such principles are the ultimate focus of any intervention with the parent - including consultation, study group, or meeting.

The following content on "Parent Study Groups" may be used as a brief mini-lecture or may be assigned as reading material. If it is used as a mini-lecture, do not hand it out to the participants before it is presented. After the presentation, the material may be given to participants for future reference at your discretion.

Parent Study Groups

Requests for assistance in improving interpersonal relations frequently come from parents who are frustrated in the attempts to raise children who are responsible, cooperative and resourceful. Requests can frequently be grouped and addressed in a study group. Such grouping is used with the assumption that the interpersonal problem grows out of a lack of information rather than illness or some psychic phenomenon. The group also assumes that there is considerable commonality in interpersonal problems and that there is similarity in behavior patterns from one family to the next. Group learning also assumes that there are resources available in the group, that group members help one another by sharing the burdens of ignorance and guilt as well as sharing ideas of alternate ways of perceiving and responding.

Parents can use resource books such as Children the Challenge by Dreikurs and the leader can use the accompanying Study Group Leaders Manual by Soltz. The Soltz leader's guide presents the characteristics of a group leader, characteristics of a group, ways of getting started, the outlines for the series of sessions and key questions for each chapter. Other parent study groups use Raising a Responsible Child by Dinkmeyer and McKay which includes a leader's outline, or The Practical Parent, ABC's of Child Discipline by Corsini and Painter.

However, at this writing the best structured material for study group use is Systematic Training for Effective Parenting (Dinkmeyer and McKay, 1976). Patterned after the well received DUSO kit, the STEP kit contains a leader's manual, wall charts for each lesson, cassette tapes for each lesson, and a parent's handbook (text). The nine lessons use the fundamental Adlerian principles accompanied by the communication processes of Gordon's Parent Effectiveness Training (1969).

Leader Response and Focus

Just as all behavior is purposeful, the parent study group leader response statements are goal directed. Leader attending and responding are directed at achieving group goals. The leader's primary task is to create a learning environment so that parents can identify basic parent-child relationship principles, discuss techniques used in resolving problem situations, and acquire a sense of usefulness in helping others. The leader does not need to be consciously aware of the intended outcome for each separate act of attending or responding. Nevertheless, the leader should have the goals of the session in mind, be aware of the leader's facilitative role in a democratic group; and be consciously aware of strategies that may achieve the learning goals of a study group.

A study group session may begin without leader intervention, usually in the form of casual conversation among members revolving around the behavior of children, experiences growing from the homework assignment, or issues growing out of reading assignments. If this occurs, there is a strong likelihood of two or more conversations occurring simultaneously and the leader feeling guilty about short circuiting meaningful dialogue to initiate a "lesson" that may be less directly to the point. The leader can handle this dilemma by announcing "I'm really interested in the conversations that are going on. Perhaps we can all focus on (Group A) and will pick on (Group B) later." If necessary, repeat the essence of content or feeling to reinitiate discussion. Some possible repeat statements:

"You sound really excited about your success."

"You found that an action could have more than one goal and it was kind of hard to decide which."

The group may not start spontaneously. As leader you have several options for initiative at the beginning of a session. You may begin with homework or with the reading assignment. The homework assignment will tend to build continuity from one session to the next. It also gives members an opportunity to report success which is an encouraging experience. An open lead to the discussion of homework might be:

"What happened when you used encouragement?"

This is an open ended question and most any outcome is possible. The open question will stimulate more discussion than a closed question, one that can be answered with a yes, no or one word explanation. A closed question carries with it implied messages of assumed incapability and guilt for a negative response. If the member reports a negative experience the leader can still be a winner by responding in terms of open ended statements of courage.

"What can we learn from this?"

The pronoun "we" signals that the leader is an equal in the group and the focus of the group is on learning and mutual helpfulness.

Silence is often an effective response. It is necessary to allow members time to think. Given such time, each member will be able to identify something learned from the experience of other members. A period of silence that seems like an eternity to the leader with "right" answers is in reality only about 30 seconds. Group members can be counted on to fill the void of silence. And their thoughtfulness will produce more learning than a dozen "right" answers.

Concreteness or using incidents of behavior to illustrate a teaching point is desirable, and illustrative situations are helpful. Situations from the leader's family may be used in the initial stage as self disclosure and modeling but may become counter productive as

the group progresses. In the later lessons members will want the opportunity to receive help with personally relevant situations.

The leader may wish to build comfort or excitement in the group. Comfort will usually be sought during the formation stages of a group or with members who are particularly discouraged. Several strategies build comfort. Suppose that a member says, "Well, I tried to use encouragement but I'm afraid I didn't get vary far. I tried to involve Mark in the Saturday chores but he just wouldn't cooperate so I didn't have anything to encourage."

The Repeat: "You tried to use encouragement but had a hard time finding the starting place." A repeat lets members know they are heard, gives them a chance to hear themselves, and gives an opportunity for correction if the leader has perceived incorrectly.

Pairing: If another member has previously reported a similar situation, "Your experience was similar to_____." or "Both you and _____ had trouble finding something to encourage." Misery does not love company but people do.

Respond to Content: The "repeat" above is a content response because it paraphrases what happened. This is more comforting than a response to feeling which will be illustrated later.

Expand: Given an opportunity most people will gladly tell you about their operation and in the process clarify the situation. "Can you tell us more about your Saturday morning?" "What did you try to do?"

The member senses a genuine interest and the desire of others to be helpful. The leader may wish to build excitement either with the member or the entire group. The same situation presents the opportunity.

Action Response: Once a basic relationship exists between the leader and the group as well as among group members, the leader may make action responses. The basic relationship means that a supportive atmosphere exists and the response will not be perceived as criticism or a put down.

"What would you like to do about it?" "You've decided you're not going to put yourself in the same situation again."

Feeling Response: Like action responses, feeling responses are more personal. To identify the feeling, think first in gross terms of pain and pleasure and then narrow to the more specific feeling. "You were really pretty discouraged at not being able to get something going." "Were you annoyed?" Again, a wrong guess enables you to improve your mark.

Ask for an Explanation: By comparison--why questions are more exciting than what, when or where questions. Why questions demand an explanation. "Why couldn't you find one good thing that _____ was doing Saturday?" "Why did you wait until Saturday to try the encouragement?"

Compare the feeling tone generated by the above questions with the more comforting "When did you start on Saturday?" "Where were

you when you tried to use encouragement?" "Who was present?" In general, "why" questions are probably to be avoided by the discussion group leader but on occasion they will fit in with your goals.

Activity #17: Parent Study Group Feasibility

Purpose: to provide participants with an opportunity to determine the feasibility of parent study groups in their specific situations.

Activity:

Working individually, answer the following questions:

1. Are parent-study groups feasible in your school?

2. Who might be responsible for such a service?

3. What skills are required to run such a group?

4. What is the first step in initiating such a group?

5. What obstacles do you forsee for such a group?

THE FAMILY MEETING

In order to provide an opportunity for truly democratic relationships to be developed in the family it is desirable to incorporate the family meeting. When children have a voice in family affairs it promotes responsible behavior and self discipline. Parents and children should participate in a decision making process that will yield decisions that will effect each individual family member's life. Therefore, family members will need:

Giving children a voice

1. The time and opportunity to communicate your ideas.
2. Feedback and reactions from the members of the family.
3. The commitment to invest time in communicating and processing feedback on a regular basis.
4. The willingness to take individual responsibility for deicisons agreed upon.

Prerequisite: An Equality Perspective

Perhaps the idea that each member in the family is equal to all others will make more sense if we consider exactly what we mean by equality. When we were taking mathematics we all learned that two plus two equals four. "Equal" in this sense meant "the same as." However, in interpersonal relationships, no one person is ever "the same as" another. Each has his/her own talents, capacities, concepts

Can family members feel equal?

and approaches. What each and every individual does have in common is the right to choose, the right to decide. This is the basis for equality.

Respect for this right to choose what one will do, this right to decide for oneself, must be the foundation for family meeting. This means that each person respects the right of others to choose and at the same time respects his/her own right to decide. It means that no one has the right to decide for another what she/he will do, nor has she/he the obligation to accept imposition of another's decision.

Unfortunately, parents not skilled in thinking in terms of equality misuse the family meeting as a new means for lecturing a captive audience or for imposing their desires upon the children. It becomes a new gimmick for controlling or setting rules.

Productive family meetings must be motivated by the desire to improve relationships, share responsibilities, and truly enjoy each other as members of a family (Dinkmeyer and McKay, 1973). Positive feelings as well as negative concerns should be expressed. This is a unique setting for listening and understanding what other members of the family are doing in their day by day lives. As each member is allowed to relate to a topic, they have a unique opportunity to explore and clarify their personal values.

Values clarification

Developmental and Corrective Goals

The primary purpose for using family meetings is to facilitate positive family interaction and promote individual member growth. Study groups that teach "effective parenting" skills often include the family meeting as one component of their program. The Systematic Training for Effective Parenting (Dinkmeyer and McKay, 1976) program includes this vehicle in lesson 8 (Chapter 8, Parent's Handbook).

Part of the family system

The family meeting can also serve as a technique to help families, especially one member of a family, deal with some disturbing aspect of their lives. The family meeting can serve as an organizer for corrective action being undertaken. A "treatment plan" in progress can be monitored through the family meeting procedure. Often the family meeting is part of a treatment plan that needs a problem solving and/or a communications process. Behavior modification contracts can be negotiated, implemented, and monitored via the family meeting. The openness and mutual respect fostered in the family meeting allows even behavioral contracts to be more effective.

Initiating family meetings may not be easy for some families. Previous family stances by one or more members may interfere with the process. In some instances a consultant will be necessary to model appropriate role behavior for one or more members, structure the events to insure step by step success, and hold post meeting counseling sessions to process the family members' feelings about their experience.

Handout #22

THE FAMILY MEETING

1. The family meeting is a regularly scheduled gathering of all members of the family. Its purpose is to discuss ideas, values, and complaints and to plan family work and play.

2. The family meeting provides opportunities for:
   a. Being heard.
   b. Expressing positive feelings about one another and giving encouragement.
   c. Distributing chores fairly among members.
   d. Expressing concerns, feelings, and complaints.
   e. Settling conflicts and dealing with recurring issues.
   f. Planning family recreation.

3. Rotate chairperson and secretary.

4. Parents should model the communication skills of reflective listening, I-messages, and problem-solving so the children can learn more effective ways to communicate.

5. When progress is blocked, pinpoint the real issues (such as a member's desire for winning power, control, or special privilege). Do not be sidetracked by side issues such as a chore or specific event.

6. Take time to recognize the good things happening in the family. Encourage each other.

7. Plan the amount of time you will meet, and stay without those limits.

8. All members participate as equals.

9. The family meeting is not a "gripe" session, but a resource for solving problems.

10. Focus on what the group can do rather than on what any one member should do.

11. The goal of the family meeting is communication and agreement.

12. Follow through on agreements.

13. Try to see and understand each other's points of view.

14. At each meeting:
   a. Read minutes reporting topics and decisions covered at the previous meeting.
   b. Discuss unresolved issues and/or decisions which may need to be changed.
   c. Bring up new business and plan family fun.
   d. Summarize points considered and clarify commitment.

Dinkmeyer, D. and McKay, G. D. Parent's handbook: Systematic training for effective parenting. Circle Pines, Minnesota: American Guidance Service, Inc., 1976.

Handout #22

Guidelines for Family Meetings

1. Meet at a regularly scheduled time.
2. Treat all members as equals. Let everyone be heard.
3. Use reflective listening and I-messages to encourage members to express their feelings and beliefs clearly.
4. Pinpoint the real issues. Avoid being sidetracked by other issues.
5. Encourage members by recognizing the good things happening in the family.
6. Remember to plan for family fun and recreation.
7. Agree upon the length of the meeting and hold to the limits established.
8. Record plans and decisions made. Post the record as a reminder.

Pitfalls to Avoid

1. Meeting only to handle crises; skipping meetings; changing meeting times.
2. Dominating by members who believe they have more rights.
3. Failing to listen and to encourage each other.
4. Dealing with symptoms (such as bickering and quarreling) instead of the purposes of the behavior.
5. Focusing on complaints and criticisms.
6. Limiting the meetings to job distribution and discipline.
7. Ignoring established time limits.
8. Failing to put agreements into action.

Dinkmeyer, D. and McKay, G. D. Parent's handbook: Systematic training for effective parenting. Circle Pines, Minnesota: American Guidance Service, Inc., 1976.

Activity #18: Family Meeting Feasibility

Purpose: to provide participants with an opportunity to determine feasibility of family meeting in their specific situations.

Activity:

Working individually, answer the following questions:

1. Would family meetings aid some student of yours?

2. What skills would you need to acquire or improve to facilitate such meetings?

3. What is the first step for initiating such a meeting?

4. What obstacles do you forsee to such a meeting?

Activity #18: Family Meeting Feasibility (30 minutes)

After all members have completed these questions, lead a brief discussion integrating various participant responses to these issues.

Activity #19: Adage Cards - Parent/Child Relationships

Purpose: to review and evaluate the knowledge and application skills acquired by participants.

Activity:

1. Form one large circle.
2. Your leader will distribute adage cards to you and will provide further instructions.

Activity #19: Adage Cards - Parent/Child Relationships

The purpose of the activity is to review and evaluate the knowledge and application skills acquired in this section.

1. Form large circle with total group. Distribute Adage Cards to total group.
2. Each member explains the meaning behind the adage statement.
3. Group members may suggest additional meanings that the adage has for them. Remind team members to utilize the encouragement process when responding to each other during the exercise.

ADAGE CARDS: SOCIAL EQUALITY

ADAGES FOR FOSTERING SOCIAL EQUALITY

Perfection implies a finality which does not fit into life, and allows no room for life's unfolding.

Only when we stop fighting in life, do we let our potentials unfold.

We become free if we trust ourselves.

We make our experiences according to our goals in life.

In an autocratic society the deed and the doer are identical; in a democratic society we must distinguish between the deed and the doer.

Over-concern with responsibility is evading the real responsibility.

We can only be "objective" if we fool ourselves because our personal bias makes us look at things as we want to see them.

Our emotions are the steam which we give ourselves in order to propel us in the direction we want to move.

Emotions are our tools with which we are able to follow our personal convictions.

Man is not a slave of emotion. He creates them for his pruposes.

Love is wonderful but it is not enough. Love with respect is the optimum.

Fear is a misjudgment doubting our ability that we can handle a situation.

Fear does not avoid danger but invites it.

Tension is the anxiety about one's place in life.

Logic is a prostitute. You use it as it suits you. Logic is not related to truth.

No habit is maintained if it loses its purpose.

Security comes from a feeling of being worthwhile.

Mistakes mean defiance in an autocratic culture.

We are concerned with the lower and higher status in society through making mistakes - making fewer mistakes makes us higher, making more mistakes makes us lower.

If you are afraid of making mistakes, you will have no spontaneity.

Social interest means a feeling of union or communion.

Feelings of inferiority are stimulation for all men/women.

We never compensate, but we over-compensate.

Ambition is often in direct relation to the depth of the inferiority feeling.

"I have no ambition," means "I don't enjoy doing it."

We can learn from our mistakes only if we are not afraid to make mistakes.

It is never you who is doing something to the other, but you think it is always the other one who makes you do it to him.

No person can give the impression of being nice-looking unless that person knows she/he is.

If you feel inferior you push someone else down.

We can have harmony only among equals.

THE LAST WORD

You have now completed a training package designed to improve your abilities to facilitate effective student relating skills at school and in the home. We trust that you have benefitted from this staff development experience. You may wish to consult the resource list and the bibliography at the end of this module for further information and help in this area.

According to our recent comprehensive needs assessment study, students desire to be more effective in relating with significant others in their daily lives. We hope that we have challenged you and helped you to consider some techniques and strategies for facilitating their efforts to become more effective.

RAG
EJM
DLH

SUGGESTED RESOURCES

The following books are highly recommended for reading by persons wishing to do durther research in the area of "Relating With Significant Others."

Dreikurs, R. Children: The challenge. New York: Hawthorn Books, 1964.

Dreikurs, R. Maintaining sanity in the classroom. New York: Harper and Row, Publishers, 1971.

Dreikurs, R. Psychology in the classroom. New York: Harper and Row, Publishers, 1968.

For further resource materials, refer to the bibliography included in this package.

BIBLIOGRAPHY

Becker, E. The revolution in psychiatry. New York: The Free Press of Glencoe, 1963.

Berne, E. Games people play. New York: Grove Press, 1964.

Campbell, D. On being number one: Competition in education, Phi Delta Kappan, 1974, 10, 143-146.

Dinkmeyer, D. The C Group: Focus on self as instrument, Phi Delta Kappan, 1971, 52, 617-619.

Dinkmeyer, D. & Muro, J. Group counseling: Theory and practice. Itasca, Illinois: Peacock Publishers, 1971.

Dinkmeyer, D. & Carlson, J. Consulting: Facilitating human potential and change processes. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Dinkmeyer, D. & McKay, G. Raising a responsible child. New York: Simon and Schuster Publishing Company, 1973.

Dinkmeyer, D. & McKay, G. Parent's handbook: Systematic training for effective parenting. Circle Pines, Minnesota: American Guidance Service, Inc., 1976.

Driekurs, R. Social equality: The challenge of today. Chicago: Henry Regnery Company, 1971.

Driekurs, R. & Cassell, P. Discipline without tears. New York: Hawthorn Books, 1972.

Driekurs, R. & Grey, L. Logical consequences: A new approach to discipline. New York: Hawthorn Books, 1968.

Gibb, J. T Groups, Proceedings of a symposium on training groups. Athens, Georgia: The University of Georgia Press, 1970.

Glasser, W. Schools without failure. New York: Harper & Row, Publishers, 1969.

Gordon, T. Parent effectiveness training. New York: Plume Books, 1970.

Low, A. Mental health through will training. Boston: The Christopher Publishing House, 1950.

Pfeiffer, J. & Jones, J. The 1974 annual handbook for group facilitators. LaJolla, California: University Associates Press, 1974.

Soltz, V. Study group leader's manual. Chicago: Alfred Adler Institute Of Chicago, 1967.